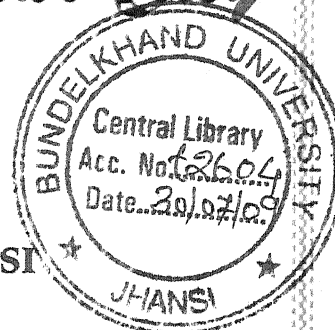


# *Career Consciousness Among Adolescents in Kanpur City*

THESIS  
*Submitted to*  
INSTITUTE OF HOME SCIENCE  
BUNDELKHAND UNIVERSITY JHANSI



*For the degree of*  
DOCTOR OF PHILOSOPHY  
IN  
HOME SCIENCE  
(Human Development and Family Studies)

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*May-2008*



*This piece of work is  
Dedicated to  
My Beloved Parents*



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Co-ordinator



**Institute of Home Science**  
**Bundelkhand University,**  
**Jhansi (U.P.) INDIA**

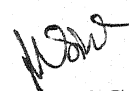
## *Certificate*

This is to certify that, the thesis entitled; **“Career Consciousness among Adolescents in Kanpur City”** submitted to the Bundelkhand University, Jhansi (U.P.) India for the award of the degree of Doctor of Philosophy in Home Science (Human Development and Family Studies) is a record of bonafide research work carried out by **Ms. Shikha Shakya**, under my guidance and supervision.

The work embodied in this thesis or any part has not been submitted for the awards of any other degree or diploma.

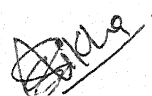
*She had completed more than 200 days of research under my guidance.*

**Advisor**

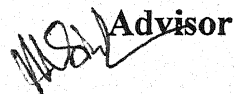
  
**(Dr. Meenakshi Singh)**

## ***Declaration***

I hereby declare that this entitled, "**Career Consciousness among Adolescents in Kanpur City**" embodies the result of original thesis work carried out by the undersigned. It is further stated that no part of this thesis has been submitted either in parts or full for any other degree / diploma of Bundelkhand university, Jhansi or any other university / institute.



**(Shikha Shakya)**

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*First of all I thank lord (BRAHMA) for giving the life and external life, I offer this humble presentation at the lotus feet of lord BRAHMA to all the great souls. Teacher and learned enlightened individual who have endeavoring to pass on the treasure to lesser mortal like me. I offer my solution and prostration.*

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Shikha Shakya

## *Contents*

<b>Sr. No</b>	<b>Title</b>	<b>Pg. No.</b>
<b>1.</b>	<b>Introduction</b>	<b>1-7</b>
<b>2.</b>	<b>Review of Literature</b>	<b>8-30</b>
<b>3.</b>	<b>Materials and Methods</b>	<b>31-46</b>
<b>4.</b>	<b>Result and Discussion</b>	<b>47-76</b>
<b>5.</b>	<b>Summary and Conclusion</b>	<b>77-86</b>
<b>6.</b>	<b>Bibliography</b>	<b>86-91</b>
<b>7.</b>	<b>Annexure</b>	



## *List of Table*

S. No.	Title	Pg. No.
1	Age group and gender of adolescents of Kanpur City.	47
2	Educational Qualification of Adolescents of Kanpur City	48
3	Area of Occupation of family	49
4	Income of adolescents parents of Kanpur City.	49
5	Distribution of respondents in different inter colleges & degree colleges.	50-51
6	Top Career Choices by Adolescents ( At one Month).	52
7	7: Top Career Choices by Adolescents (After three Months)	53
8	Top Career Choices by Adolescents (After six Months).	54
9	Variation in Career Preference Choice during Investigation.	55
10	Preference of Career Choice at Inter Level in Girls:	57
11	Preference of Career Choice at Inter Level in Boys.	59
12	Preference of Career Choice at Graduation Level among girls.	61
13	Preference of Career Choice at Graduation Level in Boys	63
14	<b>Comparison of career choice among boys and girls at Inter level.</b>	<b>65</b>
15	<b>Career Choice between Girls and Boys of Graduation Level.</b>	<b>67</b>

16 (A)	Comparison of Career Choice among Graduation and Inter Level at three month.	68
16 (B)	Comparison of Career Choice among Graduation and Inter Level at one month.	70
16 (C)	Comparison of Career Choice among Graduation and Inter Level at one month.	72
17	Education and career preference in degree.	74
18	Education and career preference inter college.	75
19	Education and career preference boys and girls inter college.	

## *List of Figure*

S. No.	Title	After Pg. No.
4.1	Age group and gender of adolescents of Kanpur City.	47
4.2	Educational Qualification of Adolescents of Kanpur City	48
4.3	Area of Occupation of family	49
4.4	Income of adolescents parents of Kanpur City.	49
4.5	Top Career Choices by Adolescents ( At one Month).	52
4.6	Top Career Choices by Adolescents (After three Months)	53
4.7	Top Career Choices by Adolescents (After six Months).	54
4.8	Variation in Career Preference Choice during Investigation.	55
4.9	Preference of Career Choice at Inter Level in Girls:	57
4.10	Preference of Career Choice at Inter Level in Boys.	59
4.11	Preference of Career Choice at Graduation Level among girls.	61
4.12	Preference of Career Choice at Graduation Level in Boys	63
4.13 (A)	Comparison of Career Choice among Graduation and Inter Level at one month.	68
4.13 (B)	Comparison of Career Choice among Graduation and Inter Level at one month.	70
4.13 (C)	Education and career preference in degree.	72

## *Abbreviations*

Mass Media & Journalism	MMJ
Artistic & Designing	AD
Science & Technology	ScT
Agriculture	AG
Commerce & Management	CM
Medical	M
Defence	D
Tourism & Hospitality	TH
Law & order	LO
Education	E





# Chapter-1

## *Introduction*





*Chapter-1***INTRODUCTION**

"In your knowledge is like milk, it has a shelf life stamped right on the carton. The shelf life of a degree in engineering is about 3 year, if you are not replacing every thing you know by then your career is going to turn sour fast".

**Louis Ross CTO, Ford Motor Co.**

We all fondly remember our childhood experiences and how we grew from the stage of a young child dependent on others to an adult who does so many things. Before entering to the stage of adulthood children enter the stage of adolescence. All of us undergo this stage, which poses many challenges and is full of excitement. At the same time it demands adjustment on many fronts. It is a period when rapid physiological change and demands for new social roles takes place. The adolescents, due to these changes often face a number of crises and dilemmas. Adolescence is the period of development from pubescence to adulthood. It is the period when the child moves from dependency to autonomy. It is a period demanding significant adjustment to the physical and social changes, which distinguish childhood behaviour from adult behaviour.

Very noticeable changes in intellectual development take place during adolescence and career development process takes place. The adolescent becomes able to think in more abstract and logical terms for career development. The quality of thinking in terms of great ideals also emerges during the period. The three main characteristics of adolescent thought are as capacity to combine several factors and find solution to a problem, ability to see that what effect one factor will have on another factors and ability to combine and separate factors in a probabilistic

manner. However, the above characteristics of adolescent thought may not apply to each and every child. Important variations have often been seen in individuals of the same culture.

The adolescence brings a change in the habitual pattern of behaviour, attitude and personality. There are marked changes in the adolescent's social interest. Adolescents use new set of values in selection of friends and social grouping. The choice of friends depends more on similar interests and values. The peer group influences the attitudes, values and behaviour more than the child's own family. Interest in world affairs, politics and government often develops during this period. Some of the recreational interests during adolescence are sports and games, scholastic and extracurricular activities. There is genuine desire to help others and engaging in benevolent activities like collecting funds for a cause, arranging charity show etc. This also helps the adolescent to learn to adjust in variety of situations. It must be noted that along with these changes adolescence also brings in negative syndrome like being self-centred, showing off, emotional immaturity, stubbornness, irritability, unsatisfactory relationship with the family and other unattractive personality traits.

Each teenager is an individual with a unique personality and special interests, likes, and dislikes. In general, however, there is a series of developmental tasks that everyone faces during the adolescent years. A teenager's development can be divided into three stages - early, middle, and late adolescence. Early adolescence 12-14 years the main development in this age are struggle with sense of identity, moodiness, improved abilities to use speech to express oneself, more likely to express feelings by action than by words, close friendships gain importance, less attention

shown to parents, with occasional rudeness, realization that parents are not perfect; identification of their faults, search for new people to love in addition to parents, tendency to return to childish behavior, peer group influences interests and clothing styles, increasing career interests, mostly interested in present and near future and greater ability to work. Middle adolescence: 15-16 years, intellectual interests gain importance, some sexual and aggressive energies directed into creative and career interests, greater capacity for setting goals and interest in moral reasoning. Late adolescence: 17-19 years more defined work habits, higher level of concern for the future, thoughts about one's role in life, ability to set goals and follow through, acceptance of social institutions and cultural traditions and self-regulation of self esteem

Adolescence is a phase, which makes a person enter into the adult world. Growing into an adult a child makes us experience the problems in various domains such as personal, social, educational, vocational and career related. Through guidance and counseling services adolescents can be helped to solve these problems. With the help of career counseling and vocational guidance they can be helped with insights into the various career opportunities and educational choices that are available. Personal and social counseling can help them in resolving their problems.

The career development in India has paralleled other factors critical to the nation's growth. It is just within the past few years that the career selection strategies selected by school level. To assess the impact of holistic approach of career and life planning course of adolescent depends on confidence about the career exploration process, limited self-knowledge and limited occupational information. Most of students have a variety of developmentally based needs concerning their career, including decision-

making and exploration. However, in today's world, "fashioning a work identity" may well be translated into "fashioning an identity." In the Indian culture, we are what we do. More frequently we are asked "What do you do?" rather than "Who are you?" For the young, this decision is critical in determining the outcome of their lives.

Whenever we go to a new place we want to know about the details of that place. In that case a guide can help us to move smoothly around that place and help us in solving our problems. Adolescence is a phase, which makes a person enter into the adult world. Growing into an adult a child makes us experience the problems in various domains such as personal, social, educational, vocational and career related. Through guidance and counseling services adolescents can be helped to solve these problems. With the help of career counseling and vocational guidance they can be helped with insights into the various career opportunities and education choices that are available. Personal and social counseling can help them in resolving their problems.

Adolescence is defined as a phase of life characterized by rapid physical growth and development, physical, social and psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence. This is also the period of psychological transition from a child who has to live in a family to an adult who has to live in a society. Adolescents have very special and distinct needs, which can no longer be overlooked. It is also essential to invest in adolescents, as they are the future of the country. They need to be helped to help themselves and to be helped to do it alone. By addressing their needs one would not only be contributing to the socio-

economic development of the country but also to other societal concerns like social harmony, gender justice, population stabilization and improving the quality of life of our people. It has often been said that in India there is no phase such as 'adolescents' – from a child one becomes a young adult.

Adolescents have often been viewed as a group of people with problems, disturbances and rebellion. However, the reality is somewhat different. Wherever positive stimulation and a congenial environment have been provided, adolescents have risen to the occasion and done us proud. They yearn 'to right all wrongs', 'fight for justice', and 'do the right thing'. They are keen to be recognized as useful productive and participating citizens of society. Their contribution in the struggle for independence, the environment movement, national literacy campaign and campaigns against plastic bags and firecrackers are only some examples. However, where the right environment has not been provided they have taken to violence and have been drawn into petty and serious crime. Adolescents are imbued with idealism, striving for justice and truth. The time has come for us, as a nation to seriously think about providing the right stimulus; role models and environment for adolescents, in order for them become assets for nation building. They have the potential; now is the time to provide them with the opportunities.

The Working Group debated at length about the age parameters for the group of adolescents. Adolescents are most often subsumed with youth or with children or with young adults. Different policies and programmes define the adolescents' age group differently. For example, adolescents in the draft Youth Policy have been defined as the age group between 13-19 years; under ICDS adolescent girls are considered to be between 11-18 years; the Constitution of India and labour



laws of the country consider people up to the age of 14 as children: whereas the Reproductive and Child Health programme mentions adolescents as being between 10-19 years of age. Internationally and as is with most UN agencies like WHO, UNICEF, UNFPA etc. the age group of 10-19 years is considered to be the age of adolescents. It is observed that the age limits of adolescents have been fixed differently under different programmes keeping in view the objectives of that policy / programme. It is felt that it would be most appropriate to consider adolescence as the age between 10-19 years.

Adolescents account for one fifth of the world's population and have been on an increasing trend. In India they account for 22.8% of the population (as on 1st March 2000, according to the Planning Commission's Population projections). This implies that about 230 million Indians are adolescents in the age group of 10 to 19 years. The term adolescent means 'to emerge' or 'achieve identity.' Adolescence is defined as a phase of life characterized by rapid physical growth and development, physical, social and psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence. This is also the period of psychological transition from a child who has to live in a family to an adult who has to live in a society. Adolescents have very special and distinct needs, which can no longer be overlooked. It is also essential to invest in adolescents, as they are the future of the country. They need to be helped to help themselves and to be helped to do it alone. By addressing their needs one would not only be contributing to the socio-economic development of the country but also to other societal concerns like social harmony, gender justice, population stabilization and improving

the quality of life of our people. It has often been said that in India there is no phase such as 'adolescents' - from a child one becomes a young adult.

There are several learning arenas for adolescents. They are home, work, family, school and community, and all these arenas can have aspects that range from beneficial to harmful. Learning through work or learning through doing should be encouraged. What adolescents learn through work are much needed life skills and experience of the world they have to live in. Such beneficial work options should be identified and adolescents should be enabled to combine such work with appropriate schooling. Adolescents have traditionally been viewed as potential victims of social evils. Little wonder that researches and books on them are mainly from the schools of social work and sociology, and are associated with drugs, criminality and problems of sexuality and sexual behaviour. A holistic and more positive way of looking at the issues of this age group is missing in the researches undertaken so far.

Within these constraints, a situational analysis attempted in Kanpur city for adolescents based on a realistic and reliable assessment of the situation with following objectives:

- To find out the profile of respondents.
- To assess the preference of career choice among adolescent boys and girls.
- To compare the career preference among boys and girls.
- To analyze the impact of socio-economic factors on career choice.



## Chapter-2

*Review*



*Literature*



*Chapter-2***REVIEW OF LITERATURE**

A number of studies both individual and collaborative have been undertaken on the adolescent age group by different institutions, research institutions and individual research scholars, presented in following paragraphs.

Kiyoshi and Mihaly (1991) explored the reasons for high academic achievements of Asian Americans by comparing the quality of experience of Asian and Caucasian American adolescents. The Experience Sampling Method (ESM) was used to record subjective experiences. The participants were 33 Asian American students and 33 Caucasian American students in the 6th, 8th, 10th, and 12th grades. The ESM activity analyses showed that these 2 groups did not differ in the percentage of time they spent on homework and study over 1 week. However, when studying, Asian Americans reported relatively more positive experiences than Caucasian Americans. Moreover, when studying, Asian American adolescents enjoyed what they were doing significantly more in addition to perceiving the importance of what they were doing to attain their future goals. Positive experiences and motivational states characterized by high momentary enjoyment and high importance to future goals when engaged in academic activities are suggested as significant factors for promoting the educational success of Asian Americans.

Gail (1993) addressed counseling psychology's ongoing concerns about the role of career counseling. First, a series of artificial distinctions exacerbating the rift between career and personal counseling are discussed. Of particular concern is the failure on the part of counselors, possibly

associated with declining interest in the career realm, to properly assess and treat career-related concerns. Arguments for the continuing importance of career development and counseling are presented in the context of the increasing acknowledgement of the work/mental health interface within applied psychology and ethical imperatives to provide needed services to our clients. Second, some possible remedies for the current state of affairs are advanced, including enhancement of the theoretical basis of career research, improving our training in career assessment and counseling, and the integration of some recent trends in psychotherapy research.

James (1993) observed that the psychologists often consider motivation problems as adolescent's life-stage phenomena; sociologists often attribute these problems to schools. This article suggests a selection system model in which the college and work worlds offer youth different incentives which may cause the apparent "life-stage effects" or "school effects." We show that college-bound students have incentives for motivation, achievement, and discipline, whereas work-bound students lack such incentives. This model suggests that youths' behaviors may be explained by stratified incentives, it suggests new research approaches for studying the incentives in adolescents' social worlds, and it suggests policy implications.

Vondracek *et. al.* (1995) examined the relationship between identity status as operationalized and different kinds of career indecision. Findings show that membership in a specific identity status group was significantly related to the nature and amount of career indecision. Achievement responders had significantly lower career indecision score than responders in the other 3 identity status group.

Devenis (1995) investigated to explore the impact of an individual



difference in approach to the commitment process in relation to the major career development behaviors and task of the exploration stage. Specifically, this investigation attempted to ascertain the nature and extent of the relationship of the tendency to foreclose on commitment to career choices to two indices of vocational functioning in late adolescence and early adulthood: exploratory activity, a specific behavioral index representing adaptive career behavior and vocational maturity, a global developmental index representing attitude and knowledge necessary to cope with the task of career development during the period of young adulthood.

Larson and Jeffrey (1996) revealed that the usefulness of family system theory in explaining career decision making problem in late adolescence by reviewing literature on family dynamics and career decision making (CDM) and the use of family therapy approach in career counseling. A few empirical studies support that family system dynamics are related to CDM problems or mechanism related to CDM problem are not fully understood the usefulness of the FST model of CDM is that it broadens the therapist perception of the clients problem.

Felsman (1996) tested the hypothesis that peer relatedness would be significantly related to progress in career development for late adolescent college students. In addition, based on recent conceptualization of women's developmental processes, it was further hypothesized there would be gender difference, such that this relationship would be significant for women, although not for men. Measures of peer and parental attachment, intimacy mutuality, exploration of self and environment, and commitment to career choices were administered to 147 students from a large northeastern university. The result suggested that men and women who

report a strong attachment to peers, a moderate capacity for intimacy, and a moderate attachment to mother were more apt to have explored the environment and have made progress in committing to career choice. Gender was not significant. These findings are discussed with regard to implications for theory, practice and future research.

Krau (1997) analyzed the formation and fulfillment of life aspirations in adolescence, life aspiration take shape by imagining a desired end state. But aspects of this image are often uncoordinated or even contradictory, and very often the person seems unaware to match this image with public perceptions of a specific occupation. Both notions may not correspond to existing realities, and the declared. Krau shows the normative characteristics that lead to vocational failure, maladjustment, and frustration, and he illustrates how career counseling can become successful counseling for self realization, provides a needed tool for personality and vocational psychologists as well as anyone involved in career development and vocational guidance.

Frederick and Paul (1997) evaluated the need for theoretical models to guide counseling and conceptualize career assessment with culturally different clients, the authors propose an integrative-sequential conceptual model for cross-cultural career counseling research and practice. This framework consists of five stages: (a) emergence of career and vocational problems, (b) help-seeking and career services utilization, (c) evaluation of career and vocational problems, (d) career interventions, and (e) outcomes of career interventions. This model may be useful in guiding both career psychology research and career assessment and interventions with culturally different clients.

Farmer (1997) obtained the major difference for women and men in science career were related to sex discrimination and sexual harassment experienced by women in science and math classes, which the men did not experience. Findings also showed a prestige difference in the science occupations chosen by women and men, with women's being significantly lower in prestige. Additionally, the main reasons women gave for making a career change include choosing a popular career in high school, finding a better fit, finding a better fit in spite of obstacles, and being derailed from their career choice by circumstances beyond their ability to cope.

Altman (1997) interviewed 21 Ss to determine how family of origin relationship and experience influence the process of career development. The influence of family for some was direct and focused on career (i.e. support for or conflict about career choice) for others, it was indirect yet pervasive (e.g. the need to survive or escape family chaos). Interviewees talked about both negative and positive influences of growing up in their families, including support and guidance (or lack thereof), family structure and relationship, significant family members, and dysfunctional environment. The overall message is that family experiences can be quite relevant to a person's career development and should not be ignored. In some cases, the career process may be completely inhibited by other family stressors, and counseling that addresses these more personal issues is needed before any career interventions can be successfully implemented.

Reddin (1997) interviewed six women for their personality characteristics of independence and curiosity as well as their goal setting tendencies, the stories also illustrates their attitude towards women and their career choice process and the value they place on work. The

important influence of their families and the role models they had or did not have are also discussed. Finally, the women's future plans for work, home and family are presented and discussed.

Wynne (1997) validate the Parsons theory of vocational choice for adolescents. In study I 12<sup>th</sup> grade students (N=102) were administered the ASVAB. A self rating scale of ASVAB, Hollands SDS, and three career decisiveness scales. In study II, 11<sup>th</sup> grade students (N=104) were administered Holland's SDS, the career Planning Questionnaire, the cognitive vocational maturity test (duties sub-test), and the self knowledge scale (From AB). Holland's congruency was used as a criterion measure of an appropriate career choice, Congruency did not have a relationship to any of the independent variables, including, self understanding occupational information, and career decisiveness. Congruency was re-scored three different ways, but the result indicated a significant correlation among the three methods of scoring instead of the independent variable. The model was revised according to super's model of career development. According to his development theory, plan fullness was the criterion variable. A relationship among the constructs of Super's theory. The results indicated a four-factor model of planfulness, it was significant at the  $p < 0.05$ . A simple path model diagramming the relationship among the constructs was then constructed. The model is a two-factor model with career maturity and occupational information demonstrating a direct path into the criterion of planfulness. The model's goodness of fit index was 0.96. The model demonstrates the relationship among the constructs, but it is not a predictive model. Therefore, a cross validation study is needed in order to replicate the model's parameter estimates and test its predictive capability with a larger sample.



Stone *et. al.* (1998) observed that how school or job related training may effect the outcome of interest, however, job quality may effect the value of working during adolescence.

Charlotte *et. al.* (1998) determined that the science career choice is partly precursors such as enrollment in science and mathematics courses, which are, in turn, determined by factors such as attitudes toward science, participation in science activities, and science career preference. Participants were 1,501 students, Grades 4 through 10, from a large, national intervention study. Independent variables were gender and grade. Dependent variables measured attitude, activities, and career preference. Multivariate, univariate, and discriminant analysis and chi-square tests of association were used. Girls were less likely than boys to see science as a male activity or to believe they had not received serious attention from their science teachers. In contrast, girls were less likely than boys to see science as a fun puzzle to be solved. There were no gender differences for science activities and no gender-by-grade interaction effects. Results confirm the complex nature of attraction to a career in science and shed some light on differences between boys and girls in the understructure of science career interest.

Silbereisen *et. al.* (1998) examined how adolescent vocational development in differentially affected by life events and family factors, depending upon the political and sociocultural context. 584 adolescents from former East and 1090 from West Germany, aged 13-19 yrs old, were compared with reference to the timing of their initial vocational choices. Using survival analysis techniques on a data set made up of concurrent and recollected self reports, it was shown that Ss from the East reported making such choices about 1 year earlier, on average. While higher levels

of parental support behavior during childhood were associated with earlier vocational choices in both samples, the timing and potential disruptiveness of family relocations corresponded to earlier vocational choices among Ss in the East only. Additional analyses showed that Ss who made initial vocational choices earlier also revealed a more grown up life style and a more level of identity exploration and commitment.

Rojewski and Roger (1998) examined the main and interactive effects of academic risk status and gender on the early career development of adolescents including career decision-making and occupational aspirations and expectations. Male adolescents were more likely than female adolescents to feel discouraged, lack necessary information about careers, perceive external barriers, and lack interest in making choices. Students identified as being at substantial academic risk were more likely to feel discouraged and indicate a lack of information needed to make career choices. Gender and at-risk status did not significantly influence occupational aspirations. However, adolescents at substantial academic risk reported significantly lower occupational expectations and had larger discrepancies between occupational aspirations and expectations than their peers. Implications of these findings for research and practice are examined.

Tommy and Joe (1998) examined an abundance of literature on the topic of adolescents' identity formation, little is known about the relationship between socioeconomic status and identity processes, particularly potential effects of poverty on identity formation. Three correlates of poverty-derogatory self-relevant information (in the form of social stigma, marginalization, and disparate treatment), limitations in

opportunity structure, and excessive stress-are hypothesized to circumscribe identity processes in poor adolescents. We present a theory that extends current and historical thinking about identity, culminating in an attempt to explain how and through what processes these correlates might impact identity formation.

Westbrook *et. al.* (1999) investigated the reliability and validity of a teacher / counselor rating scale of student career choice appropriateness, the evaluation of student 's career choice. The participants included 143 high school student, 5 high school teacher, and 1 high school guidance counselor. Results indicate test retest reliability coefficients for the rating scale scores were in the 0.80s and 0.90s. Inter-correlations of teacher and counselor rating were in the 0.50 s and 0.60 s. Rating scale scores correlated in the 0.30 s with an objective testing method for assessing appropriateness of students career choice. It is concluded that the evaluation of students career choice should not be used in making selection, placement, and classification decisions, but it may serve other useful purpose

Gianakos (1999) examined the relationship between 4 patterns of career choice development during later adolescents / early adulthood and career from 172 ss (mean age 27.82 yrs) regarding demographics and career choice development ss were also administered and career decision making, self efficacy scale. As predicted person whose career choice development reflected a stable or multiple trial pattern reported significantly greater levels of career choice development reflected a unstable pattern. Further person in the stable pattern group were significantly chosen field as important career role models than were persons with conventional and unstable career patterns. Implication for future research and career guidance are discussed.

George and Killen (1999) evaluate the adolescents' and young adults' reasons used by adolescents for making career decisions, and the role of parental influence, were examined in interviews with 72 high school and college students evenly divided by gender and age (16,19, and 22 years old). Adolescents' evaluations of career decisions were contrasted with acts involving prudential, moral, and social-conventional consequences. The results showed that adolescents and young adults supported adolescents' career choices for reasons of personal growth and rejected their choices when their decisions were based on interpersonal relationships or hedonism. Furthermore, career decisions were judged to be distinct from moral, social-conventional, and prudential issues. Parental influence was judged to be most important when the adolescents' decisions had negative moral consequences or focused on short-term goals; however, the use of bribery and threat of punishment were rejected as appropriate methods of parental influence across all types of decisions, with the exception of prudential concerns.

Ganzel (1999) examined the impact of mood, age, and gender on decision processes of adolescents and adults. A total of 1617th through 12th graders and adults completed a computer-administered decision task (choosing a part-time job). Each job varied on eight categories of information. Positive, neutral, and negative moods were induced; participants then used the computer to review information about the jobs. The computer recorded the amount of time spent viewing each piece of information, categories that were discarded, and the sequence of these views. Type of information processing (careful vs. superficial) was affected by mood, but only for females, who discarded more information and took longer to decide in negative vs. positive or neutral moods. Age affected



participants' estimates of the probability of obtaining their desired job and pre-decision search strategy: Junior high females were more pessimistic about their chances, and adults used more sophisticated decision strategies.

Fred el. al. (1999) compared the timing of early vocational preferences in a sample of young adolescents from former East Germany and from West Germany. Because of German unification in 1990, and the attendant massive socio-cultural changes, such a sample offers a unique opportunity to examine the joint influence of development and context on key transitions and on the accomplishment of developmental tasks. Results suggested that, as the memory of the restrictive Communist system fades and as younger adolescents have had less exposure to it in the first place, differences between East and West tend to disappear. Separately, the present findings, obtained through the use of survival analysis, indicated that the formation of early vocational preferences among the 10 to 13-year-old respondents appeared to be associated with more advanced identity development. Moreover, these young adolescents appeared to be remarkably "tuned in" to the world of occupations, suggesting greater realism than might be predicted on the basis of conventional career development theory.

Schuessler *et. al.* (2000) explored how gender, occupational choice, risk for depression, and level of ego development were associated within the development of friendships and relationships within the population. Data analysis revealed that the women samples had significantly higher capacity for intimacy and higher levels of perceived mutuality in their relationships than did the male subjects. In addition, there was a strong positive relationship between subjects capacity for intimacy and level of perceived mutuality. These finding provide psychometric support for the

mutual personal development questionnaire. Implication for theory, research and clinical practices are discussed.

Santos and Coimbra (2000) interpreted career indecision as an indicator of the inadequate psychological separation of adolescents from their parents. However, various empirical studies have not managed to clearly demonstrate evidence of a relationship between systemic family variable and career indecision. This investigation, which involves a sample of 418 12<sup>th</sup> graders of secondary school (aged 16-22 yrs), analyzed the relationship between conflictual and emotional independence and 2 dimensions of career indecision: development indecision and generalized indecision. As a principal methodology of statistical analysis, a canonical correlation analysis, for each gender was used. There were no relationships between the 2 sets of variable. The results were interpreted in light of the fact that some Ss could be classified as foreclosure in term of identity status. A model of career decision status is proposed.

Glenn *et. al.* (2000) examined in longitudinal study to the predictive value of infant attachment security at 1 year for career development attitudes and educational aspirations at 18 years. Participants were drawn from an archived longitudinal study and assessed with Waters' Attachment Q-set through secondary analysis of infancy records. Career development attitudes at 18 years were rated from participant interviews. In addition, parental derogation and idealization at 18 years were assessed to examine the importance of concurrent parent-child relationship factors for career development. Regression analyses revealed that infant attachment explained variance in career development attitudes at 18 years, with secure orientations related to better career development outcomes. Parental idealization and derogation at 18 each explained unique variance

in career development indices. As expected, correlational analyses revealed that infant attachment security was unrelated to participants' educational aspirations at 18 years.

Shawn and Adams (2000) explored this study the association between family environment, parent-adolescents relationships, and identity style in late adolescence. A sample of 351 first year students at the University of Guelph completed a survey in 1994. A modest association was found between family environment and identity style. Adolescents from cohesive families tended to have normative identity styles and adolescents from expressive families were less likely to have diffuse/avoidant identity styles. Parent adolescent relationships were not associated with identity style. These findings provide partial support for the theory that family relationships are an important predictor of individual differences in identity style during adolescence.

Michaelson and Nakamura (2001) found that a supportive family background, mentors or role models, involvement in cooperative activities, cultivation of intrinsic interest, awareness of moral and political issues, and traits such as moral sensitivity and optimism are among the central factors that the authors explore. The better these factors are understood, the more effectively we can support youth engagement, a goal that holds particular urgency today.

Anisha and Luther (2001) examined competing explanations for hypothesized family effects on adolescents' educational outcome beliefs. Controlling on family socioeconomic status indicators, they find no support for the hypothesis that family composition affects outcome beliefs. Controlling on family structure, two measures of connection, including a dimension of parenting that promotes positive emotional ties between

parents and children, have significant effects. They examine the robustness of the effects by controlling on variables known to affect educational outcomes and establish that the effects are not substantially diminished. Finally, they examine three measures of connection, varying from domain specific to global, and determine that the more targeted the measure, the stronger the association with educational outcome beliefs. The data consist of matched survey responses from a purposive sample of high school juniors (N = 203) and their mothers or guardians.

Schoon (2001) investigated the predictive validity of teenage job aspirations and the relative impact of individual and contextual factors on the formulation and realization of career aspirations at age 16. The follow up study of a nationally representative cohort of 7,649 individuals born in the United Kingdom (a subgroup of the National Child Development Study) showed that teenage job aspirations predict specific occupational attainments in adulthood. Job aspirations expressed in adolescence differed between the sexes, and were related to parental education, teacher rating and self-rating of ability, test scores in mathematics, and the school environment. Occupational attainment at age 33 was significantly related to the job aspirations expressed at age 16, but also to the belief in ones own ability, mathematical test performance, specific personality characteristics, as well as social background and gender. It is concluded that for the understanding and contextual factors have to be considered.

Richard et. al. (2001) developed the contemporary theories of adolescence stress developmental systems models that integrate both individual and contextual levels of analysis in a relational manner ones that place substantive emphasis on understanding the diversity of adolescent development. This scholarship suggests that adolescence should



be investigated with multivariate-longitudinal designs and change-sensitive measures and data analytic strategies—ones that capitalize on and seek triangulation across both quantitative and qualitative methods, for example as may be illustrated by current advances in categorical data analysis. Such research will inform in useful ways policies and programs aimed at promoting positive development among diverse youth; but it will require innovations in training if new cohorts of developmental scholars are to be proficient in both the basics and applied scientific dimensions of studying adolescence.

Mortimer *et. al.* (2002) revealed in a longitudinal study of work through adolescence and early adulthood. Respondents were aged 14-15 yrs at the beginning of the study, and were contacted annually until 7 years beyond high school when they were aged 24-25 yrs. Multiple themes were identified including unfulfilled expectations, the postponement of decisions, turning points that crystallized decisions, and resources and obstacles including, among others, family, work, school counseling, and teachers. These themes characterize contemporary occupational decision-making and thus would be appropriate focal points for future research. They also suggest that social policies may need to be modified to facilitate the young people a quest for vocational identity and work.

Schmitt and Vondracek (2002) examined possible early antecedents of entrepreneurship of 10<sup>th</sup> grade students (aged 14-17 yrs), hypothesized that interests and self efficacy together with willingness to expend effort, would be an important predictor of an adolescent's entrepreneurial prospects, i.e. prospects of becoming self employed in the future. Furthermore, personality and the model of self-employed family were expected to predict the level of entrepreneurial orientation.

Jepsen and Dickson (2003) examined the continuity in career development from adolescence to middle adulthood by testing the proposition that early development task coping activity predicts later task coping activity. One hundred forty six rural high school graduates reported career exploratory activity in 9<sup>th</sup> grade and 12<sup>th</sup> grade, occupational choice clarity in 12<sup>th</sup> grade, and occupational establishment activity 25 year later.

Magalhaes *et. al.* (2003) suggested that the existence of interactions between sex, gender and social environment on determination of levels of vocational indecision. The participants of this study were 186 adolescents, high school students of both sexes (86 from rural area and 100 from states capital). The instruments applied were the good sex role inventory and a scale of vocational indecisions developed for this sex role were considered traditional and the non-typified were considered non traditional. The social environment was categorized as traditional (rural area) or non-traditional (states capital). The analysis of data showed interaction between independent variable ( $p < 0.05$ ). Post hoc analysis showed that traditional subjects from the rural area showed higher indecision levels than subjects from the states capital ( $p < 0.05$ ).

Fried (2003) observed about public education as we go from debate to debate on education, national standards, and other problems that seem to drag on without solution. Sarason's critical stance on the folly of many of our attempts to fix schools has always had at the center a concern for the main players in our educational institutes: the students the teachers and the parents. Any plans that cannot account for their well-being are doomed to failure. And in the face of such failure, the clarity of Sarason's vision for real educational success is a much-needed antidote too much of the rhetoric that currently passes for substantial debate.

Anne *et. al.* (2003) evaluated that youth involvement in extracurricular activities reflects both family socialization influences and civic development. Parents can promote such activity through examples set by personal involvement in the community and through reinforcement of their children's interests. Using data (N = 362) from the 9th and 10th grade waves of the Iowa Youth and Families Project (Conger & Elder, 1994), we find that both the behavioral model set by parents and their personal reinforcement of children's actions make significant differences in the extracurricular activity involvement of boys and girls. However, parental reinforcement is most consequential when parents are not engaged in community activities. In this situation, warm parents are likely to reinforce their children, and this reinforcement strengthens children's involvement in community activities. The family dynamics of civic socialization deserve more attention than they have received to date.

Creed *et. al.* (2003) examined the well being and career decision making self efficacy (COMSE) of adolescence before and after leaving school, and test for the changes in these variables as a result of leaving school. While at high school, 309 students were assessed on level of school achievement, well being (psychological distress, self -esteem, life satisfaction) and CDMSE. Nine month after leaving school , 168 of these students completed the above surveys and measures of their access to the latent (e.g. social contact, time structure) and manifest (i.e. financial) benefits of employment, and work commitment. At T2, 21% were full time students, 35% were full time students who were also working part time, 22% were employed in full jobs, and 21% were in labour market but not employed in full time. These grouping were differentiated at T2 on aspects of well being, self efficacy, and access to the latent and manifest benefits of

work, and at T1 on aspects of well being and confidence. Leaving school improved well being and confidence for some. One group was disadvantaged by having poorer well being while at school, which predisposed them to disadvantage in the labour market. Results are discussed in relation to models of well being and drift / social causation.

Kerr *et. al.* (2004) developed an intervention for talented at risk young women that emphasized enhancing career identity and exploration, building science self-efficacy and self-esteem and reducing risky behavior. Self-esteem, school self-efficacy, and future self-efficacy increased from pre-test to the 3 to 4 month follow up. Girls significantly increased their seeking information about career and were likely to stay with nontraditional choices. The risk factor suicidality also decreased over this period.

Roberta and Hong (2004) examined the career interests and abilities were examined in 130 young adults who, as adolescents, had received exceptionally high scores (top 5% of the entire country) on the test of general intelligence developed by the Israel Defense Force and used each year for selection and placement of recruits. The interests and abilities of the majority of the intellectually gifted research participants were found to be focused and not the opposite, as has been widely assumed among educators of the gifted. In 45% of the research participants, we found a strong relation between the focus of adolescents' out-of-school activities and the field of their adult vocation. Moreover, participants whose adolescent out-of-school activities matched their adult occupation had a higher level of work accomplishment than participants for whom such a match was absent. Our findings indicate that measures of out-of-school activities may provide an appropriate tool for counselors to use in career



counseling with adolescents. Finally, young adults who were recognized as intellectually gifted in their adolescence perceived their family climate very positively. They described their families as highly cohesive and said that family members helped and supported one another.

Lannegrand (2004) studied the links between career guidance after the eight-grade consideration hierarchical and unequal with the belief in a just school. This concept transposes onto the school context the concept of belief in a just world defined as the belief that people get what they deserve and deserve what they get and as an important adaptative mechanism, which allows individuals to accept their place within the social system. In the school world, we supposed that pupils guided towards less vocational studies and restricted in their vocational choices believed more than other pupils in a just school and in a just guidance system in order to accept their place within the school system. Moreover, self-positioning is a crucial question at this moment in adolescence. To believe in a just school also allows envisaging the future, future guidance for example as being just and deserved.

Busacca (2004) suggested that the various problems solving approach adolescents use while constructing their identities may be useful in crystallizing career preferences but appear less involved when specifying an occupational choice. The direct effect model indicating that all three identity styles relate to crystallizing career preferences. Use of the more adoptive and committed identity style, appear necessary but not sufficient for facilitating the career task crystallization and specification more effectively if they develop positive attitude towards planning and exploring.

Susan *et. al.* (2005) used to consensual qualitative research methodology was analyze the career counseling cases of 12 noted vocational psychologists to identify common themes and factors. The findings indicated that the career counseling described by these experts often involved the same counseling or helping skills found in personal counseling or psychotherapy. Furthermore, these experts indicated that their career counseling had a theoretical foundation, and many of them discussed using both formal and informal assessments as a part of the process. In the majority of cases, the clinicians were sensitive to social-contextual factors and incorporated interventions related to issues of race and ethnicity, gender, and sexual orientation. In responding to career counseling cases, the experts also indicated they would explore relational influences on career decision making with a focus on influences of the client's family of origin.

Jeans *et. al.* (2005) examined the way in which young people from diverse American ethnic backgrounds express autonomy and relatedness in their responses to disagreements with parents and the factors that influence their responses. Adolescents and emerging adults (N = 240) aged 14 to 22 years from four ethnic groups (European American, Mexican American, Armenian American, and Korean American) reported their projected actions (compliance, negotiation, self-assertion) and reasons for their actions in response to six hypothetical adolescent-parent disagreements and completed a scale of family interdependence. Participants from non-European backgrounds complied with parents more than did those from European backgrounds but did not differ in autonomy. Older European Americans used more family-oriented reasons than younger ones, and older Armenian and Mexican Americans were more

assertive than younger ones. Family interdependence mediated ethnic differences in compliance and predicted self-assertion.

Lumby (2007) observed the views of 14- to 16-year-olds who have undertaken vocational courses in further education, and those of parents and staff, raise issues regarding the ways in which schools and colleges support learning. Staff differ in how they understand vocational education, reflecting not only conceptual differences but also differences in the market position and interests of their organization. Nevertheless, the experience of young people in further education is generally seen as very positive. The article suggests that the success is due to a pedagogy that makes use of experiential and social forms of learning in an environment, which allows students to connect more fully to a future adult world. The article concludes by exploring the possibilities of making this successful experience more widely available to 14- to 16-year-olds. Government plans are suggested to be inadequate in addressing the degree to which the competitive environment and different cultures will undermine collaborative arrangements.

Long et al (2007) reported that the motivational variables, such as interest and self-efficacy, positively relate to forms of achievement (e.g., standardized test scores, grades, number of problems solved correctly), other studies indicate that motivation's contribution to achievement is not consistent. Fewer studies, however, have examined these connections within African American samples. This 2-year, cross-sectional investigation of eighth- and ninth-grade students specifically focused on motivation and GPA in a large, urban, predominantly African American, school district in the Midwest. Regression analyses of self-report levels of three motivational variables (i.e., self-efficacy beliefs, goal orientations, and domain interest)

revealed that significant gender differences existed in goal orientation and achievement scores in both grades. Furthermore, self-efficacy and learning goals contributed to domain interests but the predictive value of these three motivational variables on achievement differed at each grade level.

Davies and Biesta (2007) renewed emphasis on the vocational in recent policy documents concerning provision for the 14-19 age group. More open acknowledgement of the vocational/academic divide within English education has appeared alongside the creation of increased vocational opportunities for young people. Research undertaken for the Transforming Learning Cultures in Further Education project has, however, raised questions concerning the provision of vocational options for 14- to 16-year-olds that are not being fully addressed by policy-makers. This article aims to provide an answer to two linked questions: why might it be important to offer vocational options to students of this age in a further education college? And, under what conditions might students benefit most from such provision? Our research revealed that students can value highly such vocational experiences, but that the extent to which young people actually benefit from the opportunity to engage in vocational learning depends crucially upon the way in which such opportunities are experienced as different from "normal" schooling. It has also revealed that the opportunities for such experiences are potentially fragile, vulnerable to the effects of change within the institution.

Heike (2007) addressed this longitudinal study, the impact of the transition from university to work life on emerging adults' well being and their relationship with their parents. A sample of 102 German students attending their last year at the university ( $M = 25.44$  years,  $SD = 2.61$ ) completed a questionnaire. Among others, scales from the Network of

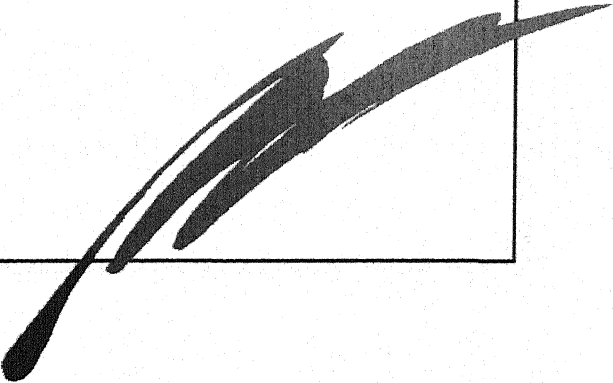


Relationships Inventory and symptom checklists were administered. Four years later, 51 employed participants of the initial sample were contacted again. During the transition from university to work life, well-being and the relationship with their parents improved. Following a typological approach, two groups of emerging adults were revealed by means of cluster analyses. Well-being in one group increased, whereas well-being in the second group decreased. Group membership was predicted by sex, personality, and the child-parent relationship in university times.



# Chapter-3

## *Methodology*



## Chapter-3

# RESEARCH METHODOLOGY

This chapter deals with the research procedure applied in conducting the present study. For convenience, the research methodology has been discussed under following three sub heads:

- 1- Research Design
- 2- Variable and their Operational Definition
- 3- Data gathering procedure and statistical techniques.

### 1- RESEARCH DESIGN:

It comprises of the following sub heads

- 1- Locale of the study
- 2- District under the study
- 3- Selection of the sample

1- **Locale of the study:** Uttar Pradesh was chosen as locale of the study, as UP is a major state of the country and adolescent girls and boys have an important role to play in the development of the state as well as the country.

2- **District under the study:** District Kanpur was purposively selected for this study as the research hailed from this place. This help the investigator to collect the necessary information accurately and timely. The researcher being from the same place could easily have dialogues and discussion with both during (Pilot or Purposively) study and final data collection.

3- **Selection of the Sample:** [Fig.-1] A list of intermediates and graduates colleges was prepared comprises of 300 girls and 300 boys of these Intermediate and graduate colleges. Out of which 6 Intermediate colleges and 6 graduate colleges were randomly selected. Thus 600 adolescents boys and girls were taken as sample for the study.

#### Kanpur District : Selected Colleges

<b>Intermediate Colleges</b>			
Motilal Memorial Inter college, Hasenpur, Kanpur	50		
Jawahar Lal Nehru Inter College, Kalyanpur, Kanpur	50		
Nari Kalyan Girls Inter college, Armapur, Kanpur	50		
Bhola Singh Parwati Inter college, Sunder Nagar, Kanpur	50	300	
Bharti Vidya Mandir, Panki, Kanpur	50		
Viddut Parishad Inter college, Panki, Kanpur	50		600
<b>Degree Colleges</b>			
Sarwati Mahila Maha Vidyalaya, Vijai Nagar, Kanpur	50		
Armapur P.G. Collge, Armapur, Kanpur	50		
D.B.S. College, Govind Nagar, Kanpur	50		
V.S.S.D. College, Nawabganj, Kanpur	50	300	
Guru Nanak Girls Degree College, Kaushalपुरi, Kanpur	50		
M.B.M. Mahila Mahavidyay, Awas Vikas, Kanpur	50		

## 2. VARIABLE AND THEIR MEASUREMENTS

### 1- Independent Variables:

- Age:** The chronological age of adolescents at the time of investigation was taken. All adolescents were listed according to following age group and given the score as follows



Age Group (Years)	Score Assigned
14-15	01
15-16	02
16-17	03
17-18	04
18-19	05

- b. **Educational Qualification:** Education was operationalized as the number of year of formed education obtained by the respondent. Score assigned to different categories on the base of modified career consciousness (C.P.R.) scale was as follows

Educational Qualification	Score Assigned
Intermediate	01
Degree level	02

- c. **Sex:** The categories of sex were scored as:

Male	01
Female	02

- d. **Family Occupation:** This was measured on the basis of the scores to different family occupation.

Occupation	Score Assigned
1. Business	01
2. Service	02
3. Agriculture	03
4. Labour	04
5. Factory Employee	05

- e. **Income:** This was measured to the monthly earnings of the family from all the sources and the scores assigns were as follows:

Income	Score Assigned
Below 5000	01
Between 5000-10000	02
Above 10000	03

## 2- Dependent Variables:

Career consciousness of adolescents was taken as dependent variable.

### Scale used for data collection :-

#### Career Preference Record:

This interest record was developed in the year 2001 by Bhargava and Bhargava. The main purpose to develop career preference record was help to make wise choice of career preferences or vocations. CPR covers 10 main areas of vocations interest, they are

1. Mass Media & Journalism (MMJ)
2. Artistic & Designing (AD)
3. Science & Technology (ScT)
4. Agriculture (AG)
5. Commerce & Management (CM)
6. Medical (M)
7. Defence (D)
8. Tourism & Hospitality Industry (TH)
9. Law & Order (LO)

## 10. Education

(E)

1. **Mass Media & Journalism:** Mass media can be categorized under two area - (i) Print media and (ii) Electronic media. Print media includes Newspapers, Journals, Magazines, etc. whereas Electronic media include T.V. and Radio, Films making etc. Newspapers, T.V. Broadcasting and Film are medium for mass communication which have revolutionized modern living. Journalism is the business of living news. Newspapers, from big dailies to small town and local regional dailies have been a major source for recording and giving news about all conceivable sector to millions of readers everyday. The various vocations included in this area are Radio, T.V., Journalism, Film Producer, Film Director, Radio & T.V. Announcer, Magazine Reporter, Cable Operator, Commentator, Film reporter, Cameraman, Sound technician, Cyber point Operator etc.
2. **Artistic & Designing:** Performing artistic are creative people. Patience, dedication and hard work are required for success. Adaptability, ability to work a team, discipline and responsibility are other essential characteristics. A clear voice is important, empathy and imagination to understand and express the emotions of the characters they are asked to portray are required. Good general health is also important. Similarly, designing applied to any field requires creativity, artistic and technical skill and designing precision. The ability for sketching, communicating ideas through art forms, and visual imagination are prerequisites for designers. Designers organize and design articles, products and materials in such a way that they not only serve the purpose for which they intended but are visually pleasing as well. The various vocations included in this field are; Dancer, Beautician, Model, Painter,

Advertising Directors, Exhibition Designer, Footwear Designer, Interior Decorator, Graphic Designer, Scalpers, Artist, Industrial Designer etc.

3. **Science & Technology:** Individuals interested in this field of Technology / Engineering need to have a good background in Mathematics, Physics and Chemistry, Scientific and numerical aptitude, Mechanical aptitude, good mental ability, logical reasoning and problem solving skills are essential attributes for engineer, Scientist etc. Understanding physical and mechanical concepts, being able to express ideas in sketches, and precise language is also expected. An aptitude for practical work, accuracy, good & quick judgment, perseverance and the ability to work as a part of team are required. The area includes jobs like Electronic Engineer, Electrical Engineer, Chemical Engineer, Computer Engineer, Software programmer, Food Technologist, Astronomist, Agriculture Engineer, Architect, Microbiologist, Automobile Engineer, Marine Engineer, Environment Scientist, Aeronautical Engineer, Bio-chemist, Petroleum Engineer, Mathematician.

4. **Agriculture:** Agriculture includes in its fold farming, farming management, business and industries producing goods and services used for maintaining lives stock and growing crops and industries selling raw and processed farm products to the consumers. These varied and complex activities are called in these activities, career opportunities are now available in the specialized areas of agriculture communication and education as also in conservation, forestry and recreation. They work in production, research, business and trade, in banking and finance, in journalism etc. For each profession the personal qualities should fulfill the requirement of the jobs. Vocations included in this areas are Poultry Farmers, Soil specialist, Farmers, Gardeners,



Plant Breeder, Fishing Scientists, Mineral specialists, Agro Teacher, Rural manager, Food inspector, Agriculture Scientists, Veterinary Doctor, Horticulturist, Dairy Farmer, Fertilizer shopkeeper, Forest Officer, Agriculture inspector, Fertilizer specialists, Agriculture Researcher.

5. **Commerce & Management:** This deals with chartered accountancy, cost and work accounts, financial management, Banking, Stock Broking, Insurance & Company Secretary ship etc. Individual interested in this field need to be meticulous, neat and regular. Chartered Accountants and Finance Managers need good academic ability, numerical aptitude, business acumen, negotiation skill, logical thinking in desk work. Similarly, Management education has gained tremendous popularity as the need to apply management skill was in all kind of business activities. Moreover, it has almost revolutionised the work style and ethos in the sphere of all business related activities as well as in areas requiring management function. Today, management is applied to various departments with an organization. Jobs included in this area are Computer Operators, CA,, Company Secretary, Finance Manager, Custom Broker, Surveyor, LIC Agent, Transporter, Production Manager, Personal Secretary, marketing, Manager, Stock Broker, Sales Executive, Cashier, Salesman, Bank Clerk, Personnel Manager.
6. **Medical:** Medical and health care sector is developing at a rapid rate with the research and discoveries of new drugs, treatments and cures. Out of which Allopathic form of medicine in the most popular form of treatment followed by the Homeopathic and other traditional like in either the Aurvedic and the Unani systems. Modern technologies have given an almost new look to this sector. Young men and women who

desire to choose a career of a doctor have to face a long, difficult and extensive training period. Perhaps, in no other profession a high level of mental ability, scientific temper. Technical and human skill are so thoroughly integrated as in health care profession. The major branches of this medical and health care sector are obstetrics & gynaecology, paediatrics, radiology and psychiatry. After completion of basic degree (MBBS) doctor have to choose their area of specialization. The various specialist are physician, Urologist, Eye specialist, Homeopathic doctor, pharmacist etc.

7. **Defence:** Army, Navy, Air forces, the Paramilitary Forces and different branches of the Armed forces opens for students from the humanities, commerce and science streams can enter the service at several points. After 10+2, graduation, post graduation, professional qualification, promotion to a certain position are time bound. Armed forces is a huge organization which has people from many background, branches and qualification. Special emphasis is laid on physical fitness discipline and commitment. The service included in this cluster are for those who are looking for a secure, discipline life style, adventure some challenging and are aware of their commitment to the nation. The various job included in this area are Platoon Commander, Subedar, Air Traffic Controller, Group Captain, Soldier, Fighter Controller, Commander, Rear Admiral, Squadron Leader etc.
8. **Tourism & Hospitality Industry:** The industry generate income through service, hospitality and through attractive marketing. The tourism sector offers entry into travel agencies, tour operation, guides training, publicity and travel promotion, adventure sports, transport organization, human resource development, accommodation and

hospitality sector jobs. The minimum qualification for all travel sectors is graduation. The prime requirement for success in the field of travel and tourism is a genuine interest in travel. The growth of hotel industry is linked closely to this field. Star hotel require specialized trained staff of their various departments food and beverage, housekeeping, accounting, market, recreation and other services. Personality, a pleasant demeanor, zeal are the key to success in the service sector. The various jobs are Banquet Manager, Hotel Decorative, Food & Beverage Manager, Receptionist, Chief Reservation Manger, Restaurant Manager, House Keeper, Historian, Museum Curator, Tour Secretary, Travel Agent, Archeologist, Air Hostess, PRO Guide etc.

9. **Law & Order:** An efficient administrative infrastructure and a fair legal frame-work of a country are the very basis of the stability of the nation. Civil services and law are the careers which deal with governance and justice and give the country and its people stability and confidence. Legal professionals (lawyer, judges) link the system and society. To perform this role, they must be sensitive to the numerous aspects of society that the law encompasses. They must comprehend not only the words of a particular section of law, but also the human circumstances it addresses. There are two types of entry into the legal profession. The 5 years laws courses for school leavers permit an early entry for the study of law and degree granted after the course is B.A., L.L.B. The people in civil services as well as in legal practices need to possess certain common attributes-clear perception, sound judgment, an ability to carry ideological convictions and most importantly a genuine interest in people and fair dealing. Wide general awareness and interest in national and international affairs are essential for a career in law and

civil services. The jobs included in this cluster are Tax, Lawyer, Munsif, Solicitor, Notary, D.M., I.F.S., I.A.S., Custom Officer, Civil Lawyer, Political leader, Judge, S.D.M., S.S.P., Police Inspector, R.T.O., C.B.I., Income Tax, Commissioner, Police Commissioner, Criminal Lawyer, D.Judge etc.

10. **Education:** School and college teachers, special educators, language teachers, art / craft / music / dance / physical education instructor, librarian, educational psychologist, vocational trainers, educational administrators, planners and researchers are professional working in the field of education. Education is important at the pre-primary, primary, secondary and senior secondary levels in the school caters the need of children with mental retardation / physical impairment. Beyond school education in the higher education sector are colleges, universities, deemed universities, professional institutions, private and autonomous colleges etc. Therefore, teaching is one of the largest of all professions in India, but there remains much to be achieved both in quality and quantity. With large percentage of the population still illiterate and the higher education sector requiring rejuvenating structure changes the challenge for educationist is daunting.

## INSTRUCTION

After obtaining the necessary information from the subjects. Following instruction are to be given to the respondent in English as below:

1. The aim of record is to know which career you would like to undertake when you finish your studies. It would help you know your preference so that you prepare yourself for that career.



2. Each cell of this inventory has two careers. You can indicate your choice of the career. The following example will make it simple and easy.

- a. If you prefer the first career (Doctor), please put a tick mark (☐) in square ☐ No.1

Doctor ☐ 1

2 ☐ Engineer

- b. If you prefer the second career (Judge), please put a tick mark (☐) in square ☐ No. 2.

Lawyer ☐ 1

2 ☐ Judge

- c. If you prefer both the careers (No.1 as well as No. 2), please put tick marks (☐) in both the squares ☐ No.1 and ☐ No. 2.

Teacher ☐ 1

2 ☐ Scientist

- d. If you do not prefer any of the two careers, please put cross marks (X) in both the squares ☐ No.1 and ☐ No.2.

Shopkeeper ☐ 1

2 ☐ Salesman

Express preference or dislike for the career given in each cell. There is no time for this form. However, it will take about 20 minutes.

### Scoring Procedure:

Scoring procedure of CPR is quite simple and convenient. There are ten major areas of career preference and each contains 20 vocations or jobs in ascending to descending order and left to right on the record chart, thus each one contains 20 vocations and total in each area is known as raw score of that particular area. Therefore maximum marks in each area are 20 and minimum is to be zero.

Classification of career preference area through profile:

On the basis of raw scores of all the 10 areas of career preference, a profile may be prepared as mentioned below so that psychologist must understand the career choices and preference of his subject and may provide educational and vocational guidance accordingly to the person who may achieve job satisfaction in life.

#### Raw Scores of Different Areas of Career Preference

Career Areas	MMJ	AD	ScT	AG	CM	M	D	TH	LO	E
Raw Score										

#### Profile

Stanine	Career Preference Area	Raw Scores	MMJ	AD	ScT	AG	CM	M	D	TH	LO	E
IX	High Career Preference	20	•	•	•	•	•	•	•	•	•	•
		19	•	•	•	•	•	•	•	•	•	•
		18	•	•	•	•	•	•	•	•	•	•
VIII VII	Career Preference Above Average	17	•	•	•	•	•	•	•	•	•	•
		16	•	•	•	•	•	•	•	•	•	•
		15	•	•	•	•	•	•	•	•	•	•
		14	•	•	•	•	•	•	•	•	•	•
VI V IV	Average Career Preference	13	•	•	•	•	•	•	•	•	•	•
		12	•	•	•	•	•	•	•	•	•	•
		11	•	•	•	•	•	•	•	•	•	•
		10	•	•	•	•	•	•	•	•	•	•
		9	•	•	•	•	•	•	•	•	•	•
		8	•	•	•	•	•	•	•	•	•	•
		7	•	•	•	•	•	•	•	•	•	•
III II	Career Preference Below Average	6	•	•	•	•	•	•	•	•	•	•
		5	•	•	•	•	•	•	•	•	•	•
		4	•	•	•	•	•	•	•	•	•	•
I	Low Career Preference	3	•	•	•	•	•	•	•	•	•	•
		2	•	•	•	•	•	•	•	•	•	•
		1	•	•	•	•	•	•	•	•	•	•
		0	•	•	•	•	•	•	•	•	•	•

### General Report

### Interpretation & Recommendations

1. Main Career Preference Area - Education  
The subject showed his interest in the main three areas - Education, Tourism and Mass Media more or less the same degree, therefore he has to opt the job as per his suitability of the jobs limiting to these three areas.
2. Second Career Preference Area - Tourism & Hospitality
3. Third Career Preference Area - Mass media
4. east Career Preference Area - Medical

### Reliability

The reliability of C.P.R. is determined by the following methods:

1. The coefficient of stability of C.P.R. has been computed by employing test-retest method with an interval of one month and three month on a sample of 300 male and 300 female students of intermediate and degree, all the obtained coefficient of correlation was found significant in all the cases as shown in Table-1 and 2 ands they ensure the high reliability.

The test-retest reliability coefficients were obtained as below on a sample of 300 students of intermediate.

Table-1: Showing tests - retest reliability coefficients (Male)

	(MMJ)	(AD)	(ScT)	(AG)	(CM)	(M)	(D)	(TH)	(LO)	(E)
with an interval of one month										
with an interval of three month										
with an interval of six month										

ii. The test-retest reliability coefficients were obtained as below on a sample

of 300 students of degree college

Table-2: Showing tests - retest reliability coefficients (Female)

	(MMJ)	(AD)	(ScT)	(AG)	(CM)	(M)	(D)	(TH)	(LO)	(E)
with an interval of one month										
with an interval of three month										
with an interval of six month										

2. The CPR has also shown satisfactory reliability by using method of rational equivalence where Inter-relationship of various career preference or choice have determined In (10X10-1) Inter correlation matrix; it is also known as Internal consistency. It is assumed that the items or sub areas in measuring instruments should psychologically homogenous.

Table-3: Shows inter correlation between the various career choices

	(MMJ)	(AD)	(ScT)	(AG)	(CM)	(M)	(D)	(TH)	(LO)	(E)
(MMJ)										
(AD)										
(ScT)										
(AG)										
(CM)										
(M)										
(D)										
(TH)										
(LO)										
(E)										



### 3. DATA COLLECTION:

Data of 600 samples was collected with the help of scale developed by Bhargava and Bhargava (2000) named Career Preference Record (CPR). The data was collected by meeting and visits to different intermediate and degree colleges personally by the investigator.

#### Statistical Analysis:

Statistical analysis is procedure used in finding out the numerical value of the whole study. The statistical techniques for data analysis used in the study are as follows:

1. Percentage
2. Arithmetic Mean
3.  $\chi^2$  Test
4. Correlation Coefficient

#### 1. Percentage:

$$\text{Percentage} = \frac{\text{The sum of all the responses}}{\text{Total number of all the responses}} \times 100$$

#### 2. Arithmetic Mean

Arithmetic mean the average used in the present study symbolically.

##### 1. For ungrouped data

$$X = \frac{\sum X_i}{N}$$

##### 2. For Grouped Data

$$X = \frac{\sum F_i X_i}{\sum F_i}$$

Where,

X = Arithmetic mean

$X_i$  =  $i^{\text{th}}$  variable

$F_i$  =  $i^{\text{th}}$  frequency

$\sum F_i$  = Total Frequency

### 3. $\chi^2$ Test :

$\chi^2$  test was applied to establish the association between dependent and independent variables  $\chi^2$  test was completed by the application of the formula.

### 4. Correlation Coefficient

The correlation between two variable in which one is dependent or other was calculated increment method which is as

$$r = \frac{\text{Cov. (X, Y)}}{\text{Var. (X) . Var. (Y)}}$$

or

$$r = \frac{n \sum xy - (\sum Xi)(\sum Yi)}{\sqrt{\{n \sum Xi^2 - (\sum Xi)^2\} \{n \sum Yi^2 - (\sum Yi)^2\}}}$$

The calculated 'r' is tested at (n-2) degree of freedom with its theoretical value at 5 % level of significant.



# Chapter-4

*Result*

*&*

*Discussion*



## Chapter-4

# RESULT AND DISCUSSION

The present study was carried out through career preference record developed by Bhargawa & Bhargawa (2000), within this investigation, a situational analysis attempted in Kanpur city for adolescents based on a realistic and reliable assessment of the situation with the following heads:

## 1. PROFILE OF RESPONDENTS

### a. Age Group and Gender:

The data related to respondents age group and their percent distribution across different age group has been presented in Table-4.1 and figure-4.1:

Table-1: Age group and gender of adolescents of Kanpur City.

Age Group (Yr.)	No. of Student	Percentage
14-15	160	26.67
15-16	110	18.33
16-17	100	16.67
17-18	130	21.67
18-19	100	16.67
Total	600	100.00
Male	284	47.33
Female	316	52.66



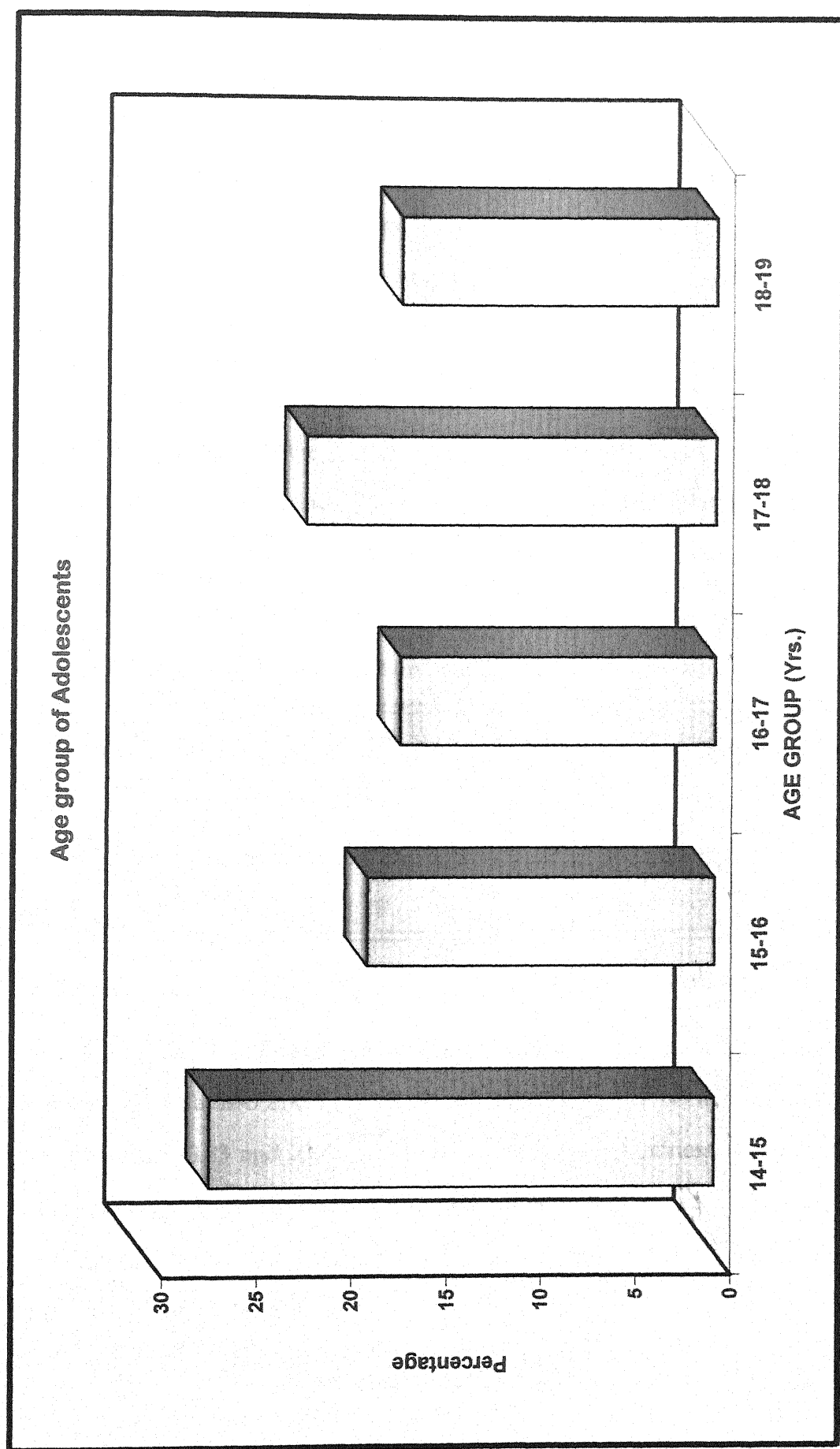


Fig-4.1: Age group and gender of adolescents of Kanpur City.

For having scrupulous understanding randomly selected 26.67% of adolescent having age group of 14-15 years, 18.33% having age group of 15-16 years, 16.67% have age group of 16-17 years, 21.67% have the age group of 14-18 years and 16.67% have the age group of 18-19 years. In investigation 47.33% male respondents and 52.66% female respondents have been asked on the different criteria and facts related to career preference and social aspect of adolescents.

#### **b. Educational Qualification:**

The data related to educational qualification of respondents presented in Table-2 and Fig.-4.2. Data revealed that the educational qualification of the respondents are equal i.e. 50 percent each of intermediate and graduation.

**Table-2: Educational Qualification of Adolescents of Kanpur City**

<b>Educational Qualification</b>	<b>No. of Student</b>	<b><u>Percentage</u></b>
Intermediate	300	50
Graduation	300	50

#### **c. Family Occupation:**

The data on family occupation of adolescents of Kanpur City is presented in Table-3 and Fig.-4.3. Regarding the family occupation of the respondents 23.83 and 23.83 percent are engaged in Business and Service respectively while 18.50 and 17.33 percent had Labour and agriculture occupation, respectively engaged. Only 16.50 percent respondent family have employment in factory.

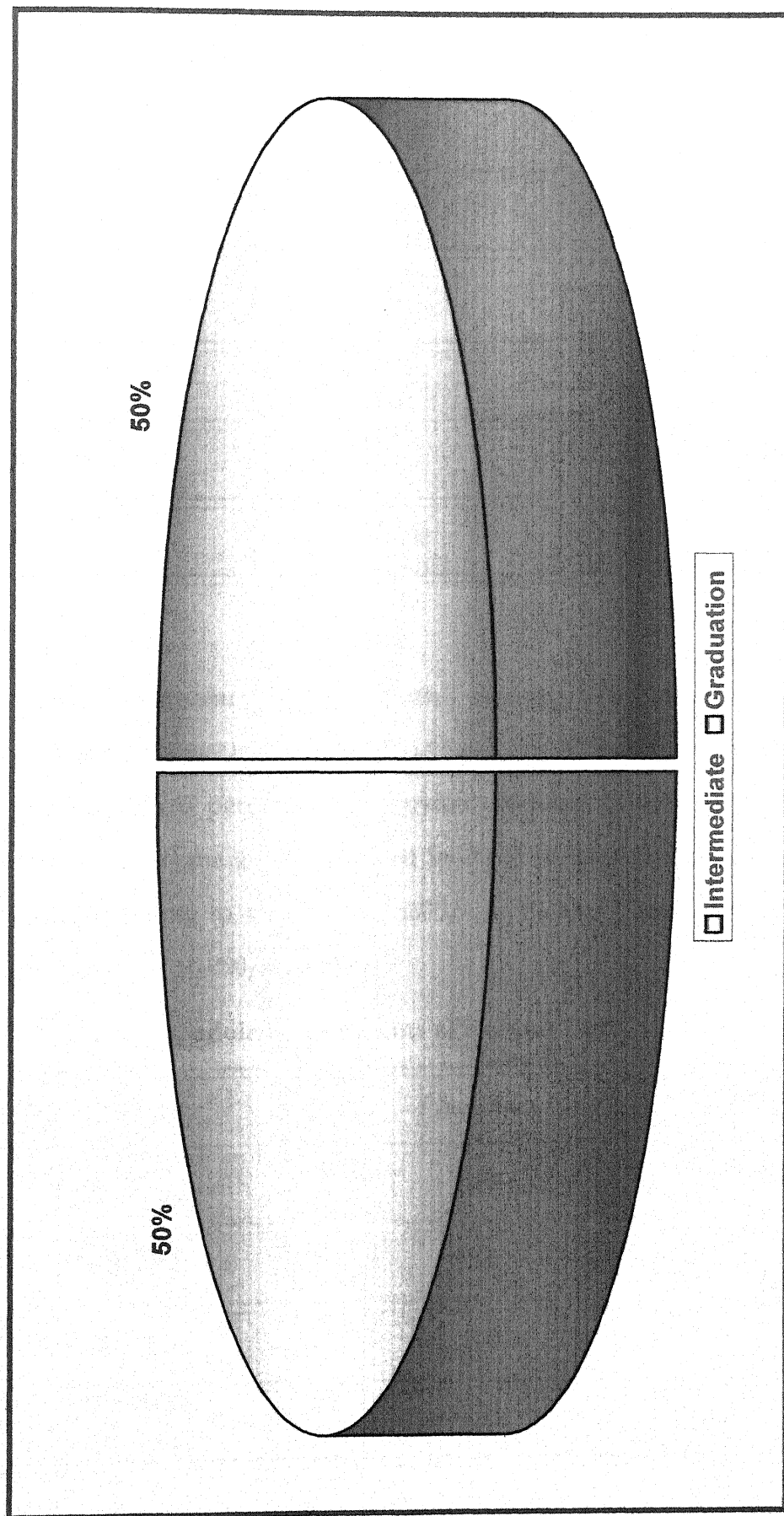


Fig.-4.2: Educational Qualification of Adolescents of Kanpur City

**Table-3: Area of Occupation of family**

Area of occupation	Frequency	Percent
Business	143	23.83
Service	143	23.83
Agriculture	104	17.33
Labour	111	18.50
Factory Employer	99	16.50
<b>Total</b>	<b>600</b>	<b>100</b>

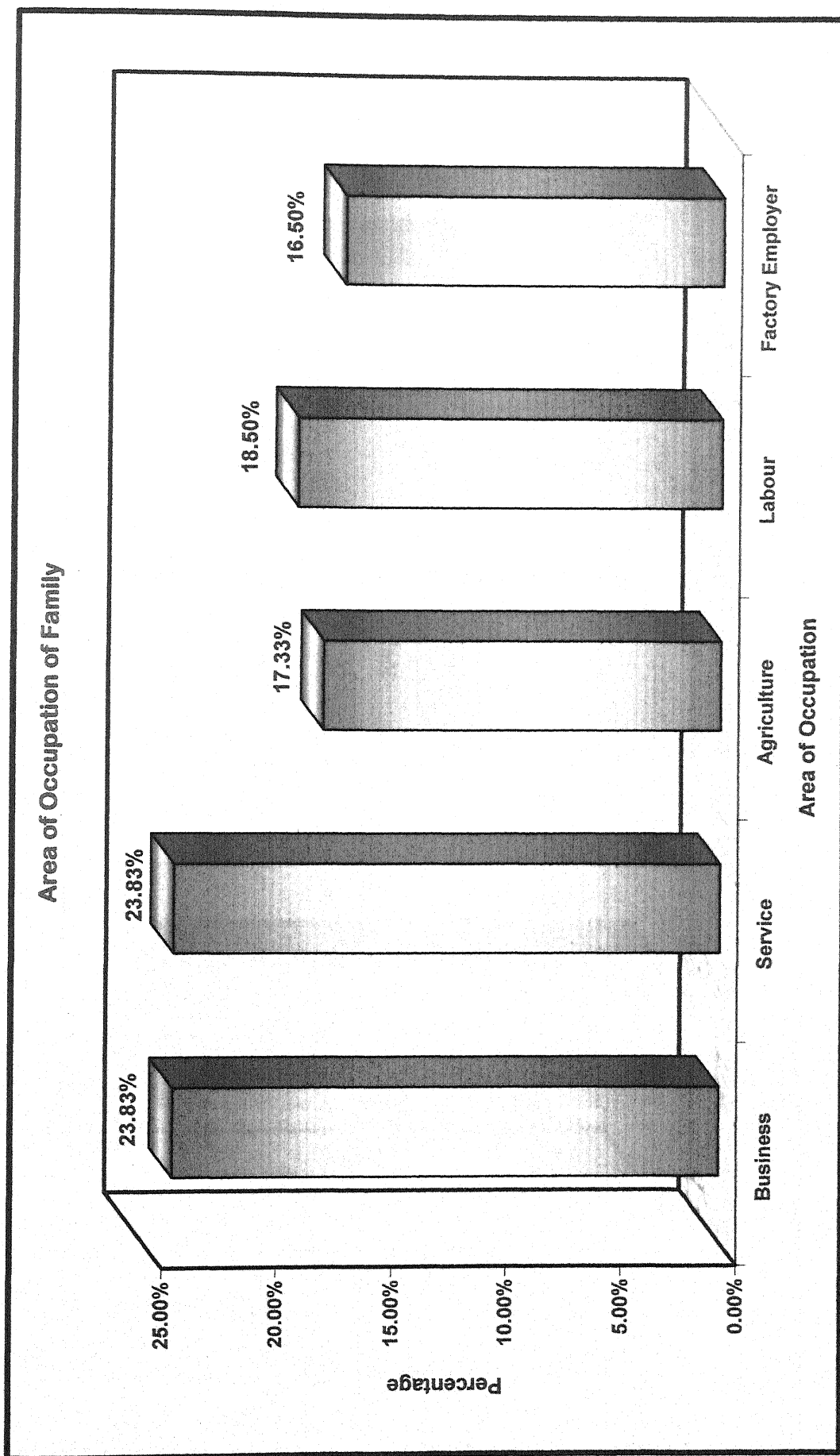
**d. Income:**

This was measured to the monthly earnings of the family from all the sources and presented in table-4 and fig.-4.4. It is obvious from the data that majority (46.67 percent) of respondents families belong to below Rs. 5000/ months income group followed by 33.33 percent and 20.00 percent respondents belong to middle (Rs. 5000/- to 10,000/-) and high income group (Above Rs. 10,000/-) families.

**Table-4: Income of adolescents parents of Kanpur City.**

Income	Frequency	Percent
Below Rs. 5000 /- month	280	46.67
Between Rs. 5000-10000	120	20.00
Above Rs. 10000	200	33.33
<b>Total</b>	<b>600</b>	<b>100</b>





**Table-4.3: Area of Occupation of family**

Income of adolescent parents of Kanpur City.

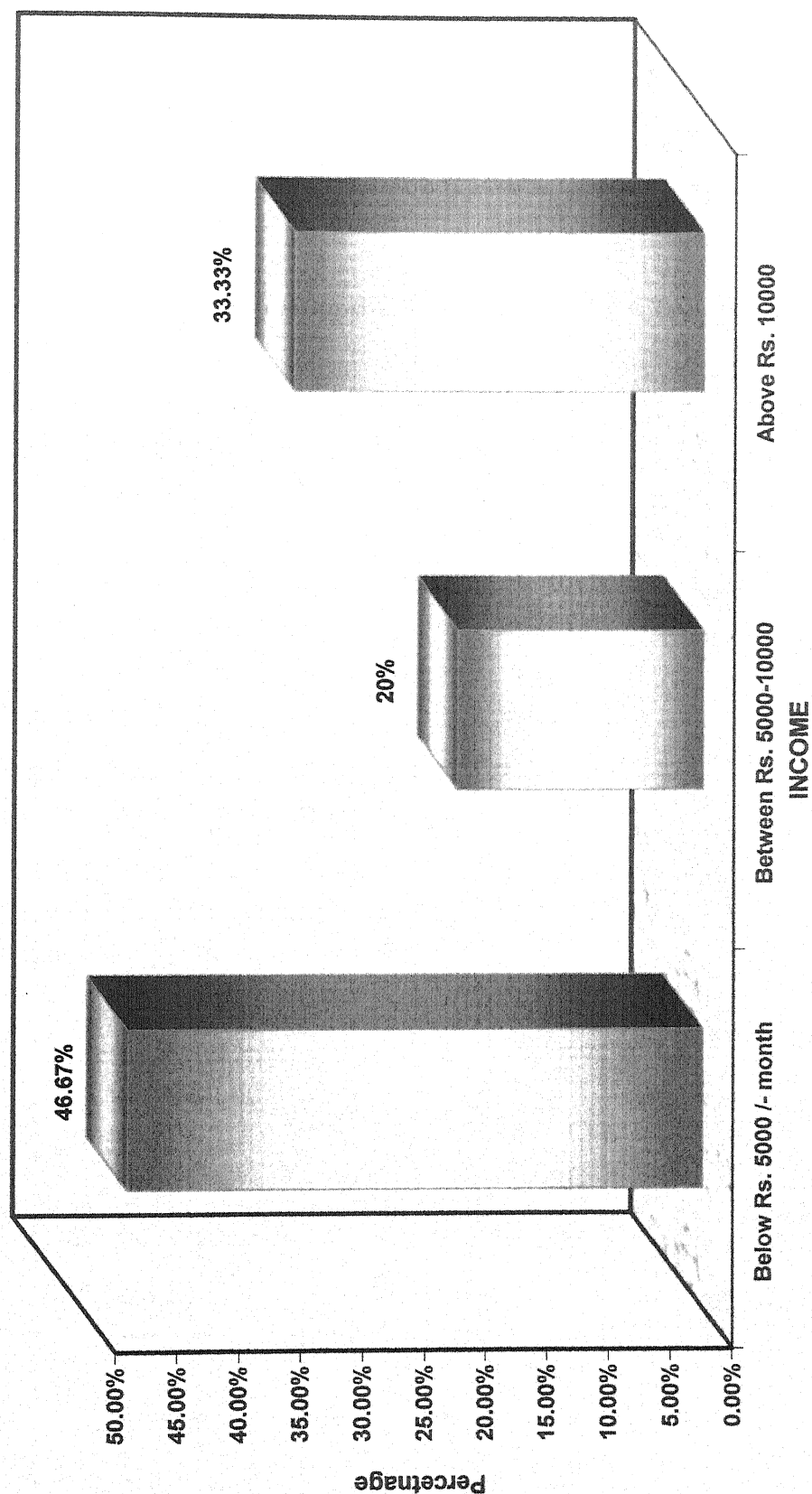


Table-4.4: Income of adolescents parents of Kanpur City.

e. Distribution of respondents in different inter college and degree colleges.

A list of intermediates, graduates colleges was prepared comprises of 300 girls and 300 boys of these Intermediate and graduate colleges. Out of which 6 Intermediate colleges and 6 graduate colleges under mentioned were randomly selected.

Table-5: Distribution of respondents in different inter colleges & degree colleges.

Inter colleges		Boys	Girls	Total
1.	Motilal Memorial Inter college, Hasenpur, Kanpur	32	18	50
2.	Jawahar Lal Nehru Inter College, Kalyanpur, Kanpur	38	12	50
3.	Nari Kalyan Girls Inter college, Armapur, Kanpur	0	50	50
4.	Bhola Singh Parwati Inter college, Sunder Nagar, Kanpur	36	14	50
5.	Bharti Vidya Mandir, Panki, Kanpur	0	50	50
6.	Viddut Parishad Inter college, Panki, Kanpur	41	9	50
	Total	147	153	300

Degree Colleges		Boys	Girls	Total
1.	Sarwati Mahila Maha Vidyalaya, Vijai Nagar, Kanpur	0	50	50
2.	Armapur P.G. Collge, Armapur, Kanpur	46	4	50
3.	D.B.S. College, Govind Nagar, Kanpur	46	4	50
4.	V.S.S.D. College, Nawabganj, Kanpur	45	5	50
5.	Guru Nanak Girls Degree College, Kaushalpur, Kanpur	0	50	50
6.	M.B.M. Mahila Mahavidyay, Awas Vikas, Kanpur	0	50	50
	<b>Total</b>	<b>137</b>	<b>163</b>	<b>300</b>
	<b>Grand Total</b>	<b>284</b>	<b>316</b>	<b>600</b>

## 2. PREFERENCE OF CAREER CHOICE AMONG ADOLESCENT BOYS AND GIRLS.

### I. Career choice of adolescent at one month

The data related to career choice among adolescents as a whole is presented in Table-6 to Table-8 and graphically presented in Fig.4.5 to Fig.4.7.



Table-6: Top Career Choices by Adolescents ( At one Month).

S. No.	Top Career Preference	Frequency	Percent
1.	Mass Media & Journalism (MMJ)	66	11.00
2.	Artistic & Designing (AD)	43	7.17
3.	Science & Technology (ScT)	89	14.83
4.	Agriculture (AG)	13	2.17
5.	Commerce & Management (CM)	84	14.00
6.	Medical (M)	66	11.00
7.	Defence (D)	33	5.50
8.	Tourism & Hospitality (TH)	67	11.17
9.	Law & order (LO)	32	5.33
10	Education (E)	107	17.83
	<b>Total</b>	<b>600</b>	<b>100.00</b>

The data in table-6 gives the top career choice by adolescents on initial stage, it is revealed after analysis of data that Education (E) career preferred by 17.83% respondents followed by 14.83, 14.00% preferred Science & Technology (ScT) and Commerce and Management (CM) careers respectively. Mass Media & Journalism (MMJ), Medical (M) and Tourism & Hospitality (TH) careers preferred by adolescents almost in equal percent i.e. 11.00, 11.00 and 11.17 respectively. Artistic & Designing (AD), Defence (D), Law & Order (LO) and Agriculture (AG) career preferred by less adolescents in Kanpur at initial stage of investigation i.e. 7.17, 5.50, 5.33 and 2.17% respectively.

## Top Career Choices by Adolescents

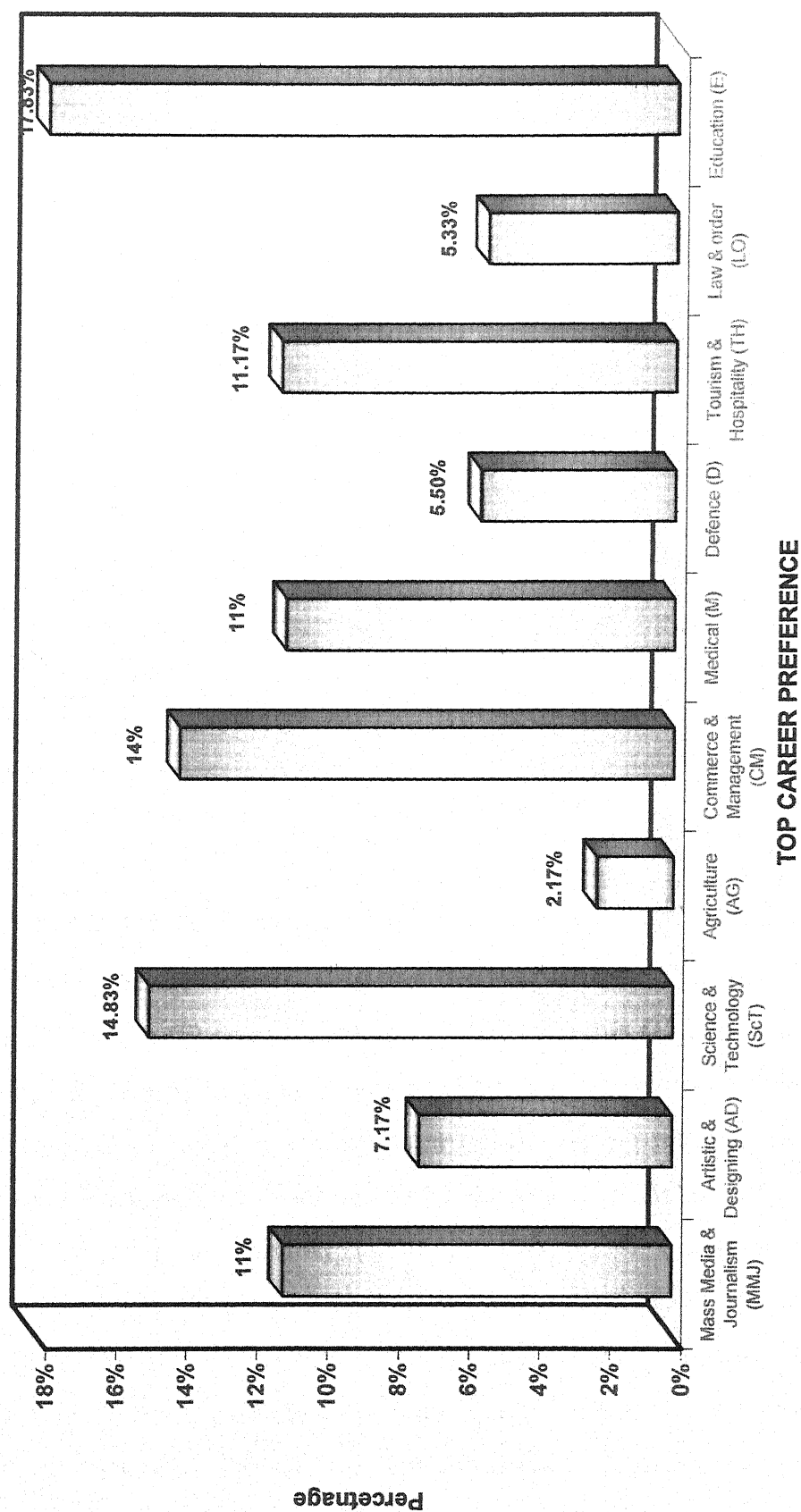


Table-4.5: Top career choice by adolescents (At one months).

## II. Career choice of adolescents after third month.

Table-7: Top Career Choices by Adolescents (After three Months)

S. No.	Top Career Preference	Frequency	Percent
1.	Mass Media & Journalism (MMJ)	75	12.50
2.	Artistic & Designing (AD)	64	10.67
3.	Science & Technology (ScT)	93	15.50
4.	Agriculture (AG)	5	0.83
5.	Commerce & Management (CM)	84	14.00
6.	Medical (M)	46	7.67
7.	Defence (D)	29	4.83
8.	Tourism & Hospitality (TH)	70	11.67
9.	Law & order (LO)	29	4.83
10	Education (E)	105	17.50
	Total	600	100.00

It is further revealed that after three months career choice remain static in Education (E) as first preference of adolescents (17.50%) followed by Science & Technology (ScT) career (15.50%). Career preference after three month Commerce & Management (CM) career preferred as third choice of adolescents of Kanpur (14.00%). Mass Media & Journalism (MMJ), Tourism & Hospitality (TH) and Artistic & Designing (AD) preferred by 12.50, 11.67 and 10.67% respondents, there is increase in preference of Artistic & Designing (AD) career after three months. During investigation interest decreases of adolescents in career preference of Medical (M), Defence (D), Law & Order (LO) and Agriculture (AG) i.e. 7.67, 4.83, 4.83 and 0.83% respectively (Fig.4.7).

### Top Career Choices by Adolescents

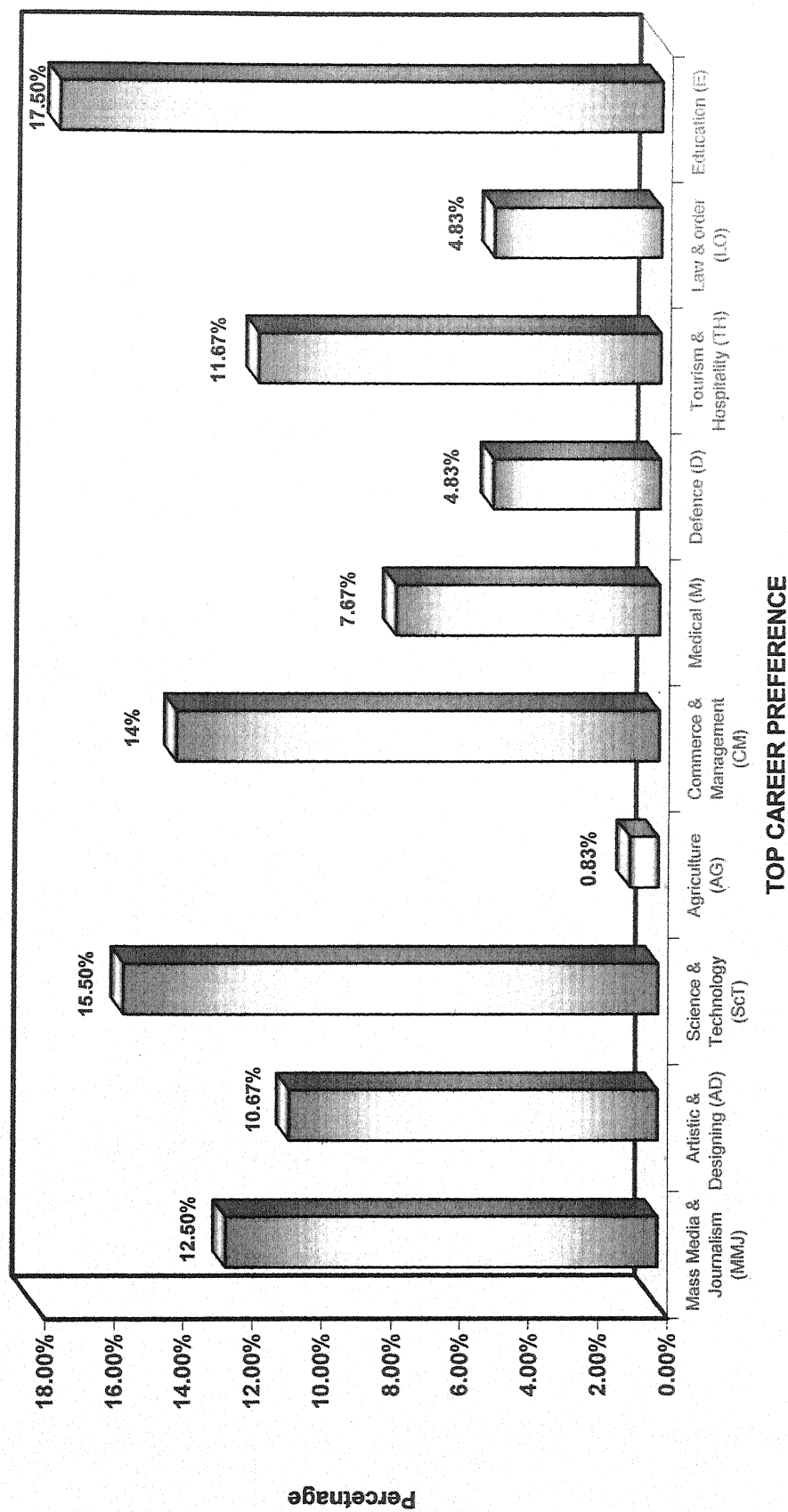


Fig-4.6 : Top Career Choices by Adolescents (After three Months)



### III. Career choice of adolescent at six months.

Table-8: Top Career Choices by Adolescents (After six Months).

S. No.	Top Career Preference	Frequency	Percent
1.	Mass Media & Journalism (MMJ)	50	8.33
2.	Artistic & Designing (AD)	84	14.00
3.	Science & Technology (ScT)	131	21.83
4.	Agriculture (AG)	0	0.00
5.	Commerce & Management (CM)	60	10.00
6.	Medical (M)	35	5.83
7.	Defence (D)	18	3.00
8.	Tourism & Hospitality (TH)	59	9.83
9.	Law & order (LO)	32	5.33
10	Education (E)	131	21.83
	Total	600	100.00

Data in table-8 and Fig.4.8 clearly showed that the Education (E) & Science & Technology (ScT) career preferred by adolescents as top choice with 21.83% and 21.83% respectively after six month followed by Artistic & Designing (AD) career as 14.00%. Commerce & Management (CM) career preferred by 10% adolescents followed by Tourism & Hospitality (TH) i.e. 9.83%. Mass Media & Journalism (MMJ) career preferred by 8.33% adolescents, Medical (M) and Law & Order (LO) career preferred by 5.83 and 5.33% adolescents of Kanpur city after six month during investigation. Agriculture (AG) is not preferred by adolescents after six month.

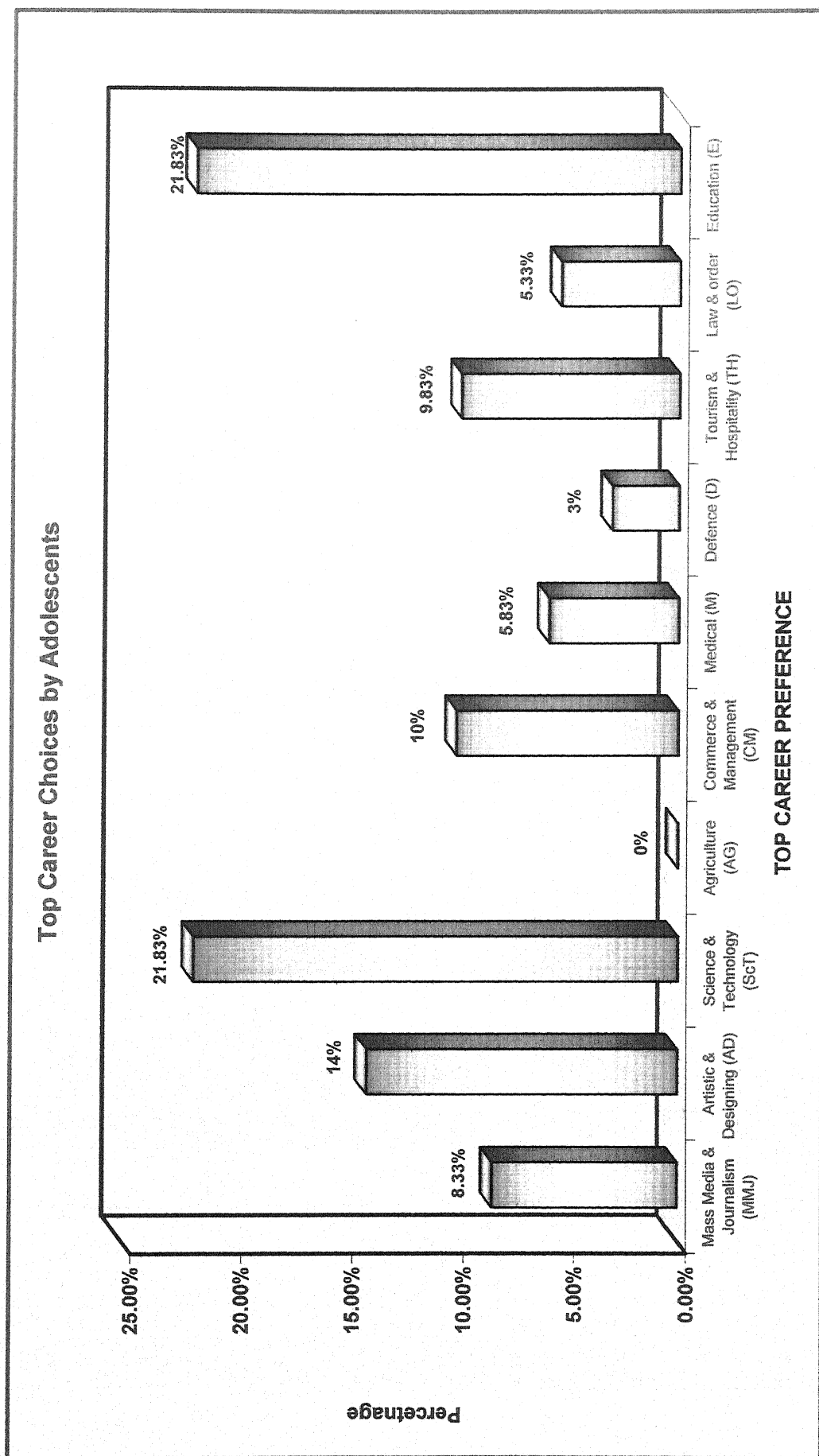


Fig.-4.7 : Top Career Choices by Adolescents (After six Months).

#### IV. Variation in career preference with in six month

Table-9: Variation in Career Preference Choice during Investigation.

S. No.	Top Career Preference	At One Month (%)	After three Months (%)	After Six Months (%)	Mean (%)
1.	Mass Media & Journalism (MMJ)	11.00	12.50	8.33	10.61
2.	Artistic & Designing (AD)	7.17	10.67	14.00	10.61
3.	Science & Technology (ScT)	14.83	15.50	21.83	17.39
4.	Agriculture (AG)	2.17	0.83	0.00	1.00
5.	Commerce & Management (CM)	14.00	14.00	10.00	12.67
6.	Medical (M)	11.00	7.67	5.83	8.17
7.	Defence (D)	5.50	4.83	3.00	4.44
8.	Tourism & Hospitality (TH)	11.17	11.67	9.83	10.89
9.	Law & order (LO)	5.33	4.83	5.33	5.16
10.	Education (E)	17.83	17.50	21.83	19.05
	Total	100	100	100	100

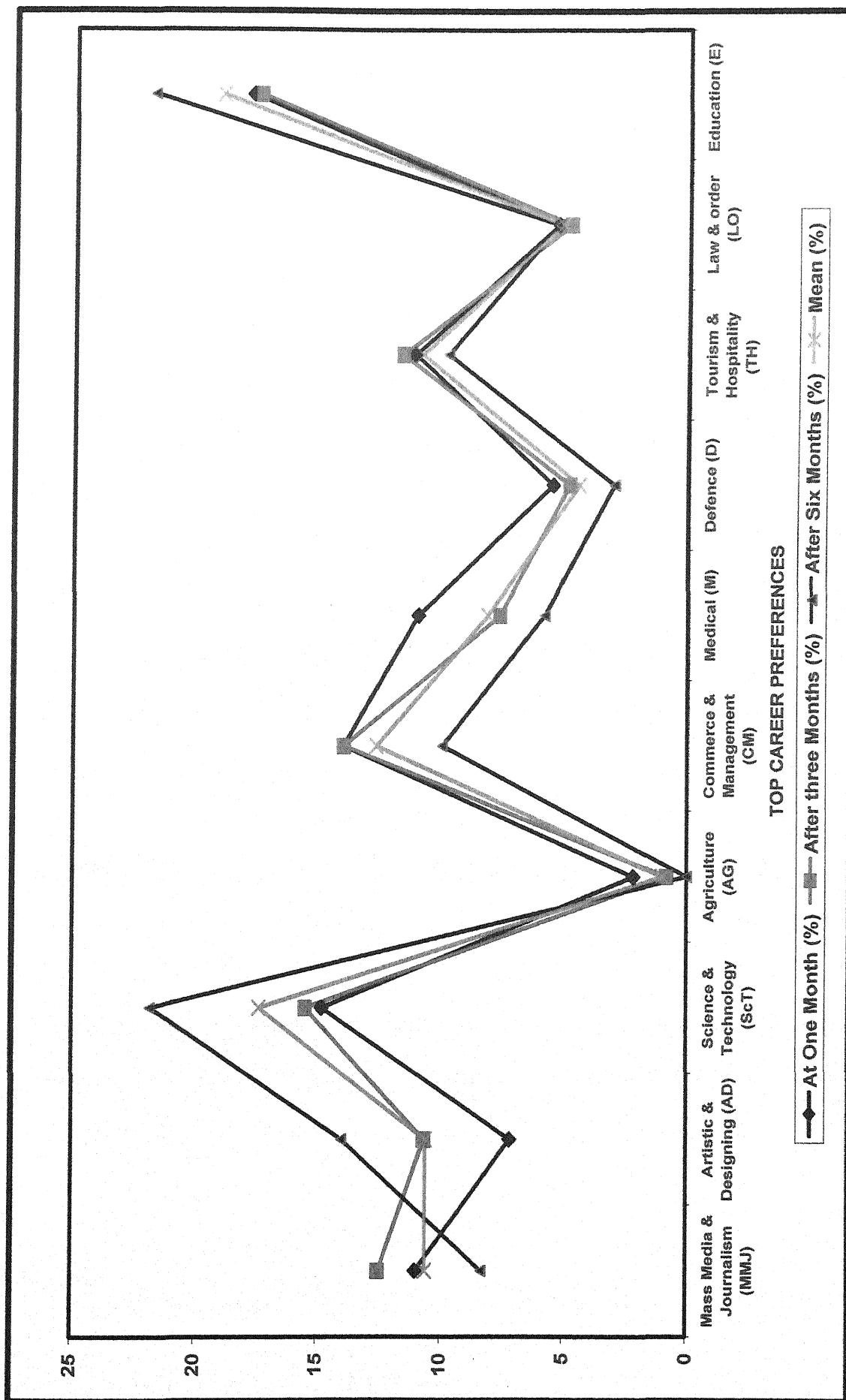


Fig-4.8 : Variation in Career Preference Choice during Investigation.



In table-9 and graphical presentation in fig.4.9 it is clearly observed that Education (E) career preferred by adolescents as 17.83, 17.50 and 21.83% during at one month, after three months and after six months (mean-19.05) respectively followed by Science & Technology (ScT) as 14.83, 15.50 and 21.83% (17.39%) respectively. Commerce & management (CM) preferred by 14, 14, & 10% (12.67%), Tourism & Hospitality (TH) preferred by 11.17, 11.67 & 9.83% (10.89%), Mass Media & Journalism (MMJ) preferred by 11.00, 12.50 & 8.33% (10.61) with same mean in Artistic & Designing (AD) preferred by 7.17, 10.67 & 14.00% of adolescents of Kanpur city.

### **3. COMPARISON OF THE CAREER PREFERENCE AMONG BOYS AND GIRLS.**

#### **I. Preference of Career Choice at Inter level among girls:**

The data related to career choice among girls at inter level presented in table-10 and graphically presented in fig.-4.10 It is revealed in study that girls in intermediate preferred Medical career as 24.33% followed by Science & Technology as 22.67%. Artistic & Designing (AD) and Education (E) career preferred by 21.33% girls at Inter level followed by Commerce & Management (CM) career by 19.67%. Mass Media & Journalism (MMJ) and Tourism & Hospitality (TH) career preferred by 17 and 16.67% girls respectively. Law & order (LO), Agriculture (AG) and Defence (D) career preferred by only 4.33, 1.67 and 2.67% respectively.

Table-10: Preference of Career Choice at Inter Level in Girls:

S. No.	Top Career Preference	At One Month	After three Months	After Six Months	Mean
1.	Mass Media & Journalism (MMJ)	18	21	16	18.33
2.	Artistic & Designing (AD)	22	16	26	21.33
3.	Science & Technology (ScT)	21	19	28	22.67
4.	Agriculture (AG)	2	3	0	1.67
5.	Commerce & Management (CM)	21	24	14	19.67
6.	Medical (M)	30	24	19	24.33
7.	Defence (D)	2	6	0	2.67
8.	Tourism & Hospitality (TH)	16	26	8	16.67
9.	Law & order (LO)	2	2	9	4.33
10.	Education (E)	19	12	33	21.33
	<b>Total</b>	<b>153</b>	<b>153</b>	<b>153</b>	

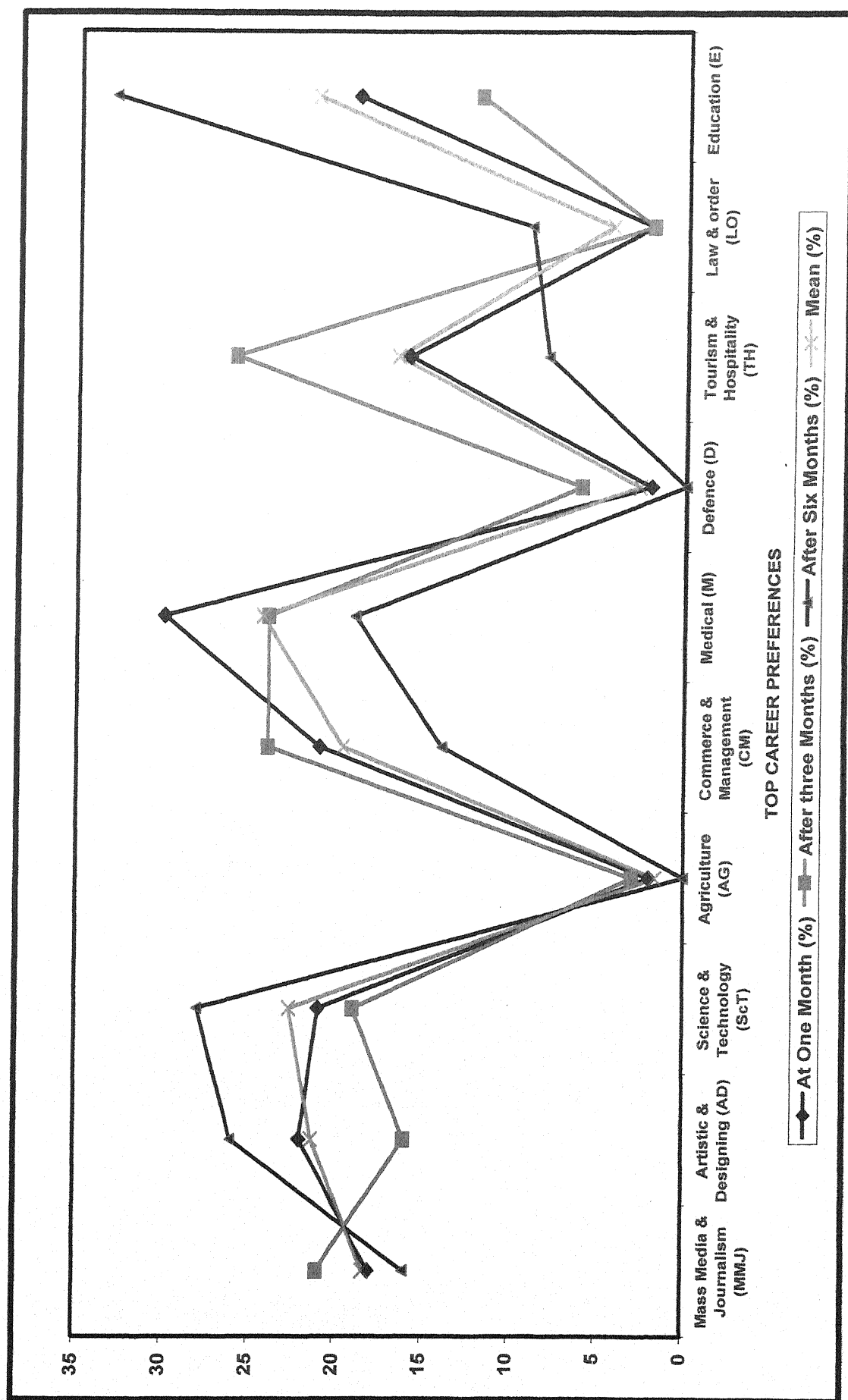


Fig.-4.9 : Preference of Career Choice at Inter Level in Girls:

## II. Preference of Career Choice at Inter level among boys:

The data related to career choice among boys at inter level presented in table-11 and graphically presented in Fig.-4.11. It is observed in investigation that 31.33% boys in intermediate preferred Science & Technology (ScT) as career followed by as 25.33% Education (E). Commerce & Management (CM) and Tourism & Hospitality (TH) career preferred by 23 and 19% boys respectively. Mass Media & Journalism (MMJ) and Artistic & Designing (AD) career preferred by 12.67% boys at Inter level followed by Law & order (LO)) career by 8.67%. Agriculture (AG), Medical and Defence (D) career preferred by only 2.67, 6.67 and 6.33% respectively.



Table-11: Preference of Career Choice at Inter Level in Boys.

S. No.	Top Career Preference	At One Month	After three Months	After Six Months	Mean
1.	Mass Media & Journalism (MMJ)	19	10	9	12.67
2.	Artistic & Designing (AD)	6	14	18	12.67
3.	Science & Technology (ScT)	26	31	37	31.33
4.	Agriculture (AG)	6	2	0	2.67
5.	Commerce & Management (CM)	24	28	17	23.00
6.	Medical (M)	10	6	4	6.67
7.	Defense (D)	12	5	2	6.33
8.	Tourism & Hospitality (TH)	16	14	27	19.00
9.	Law & order (LO)	12	7	7	8.67
10.	Education (E)	16	29	31	25.33
	<b>Total</b>	<b>147</b>	<b>146</b>	<b>152</b>	

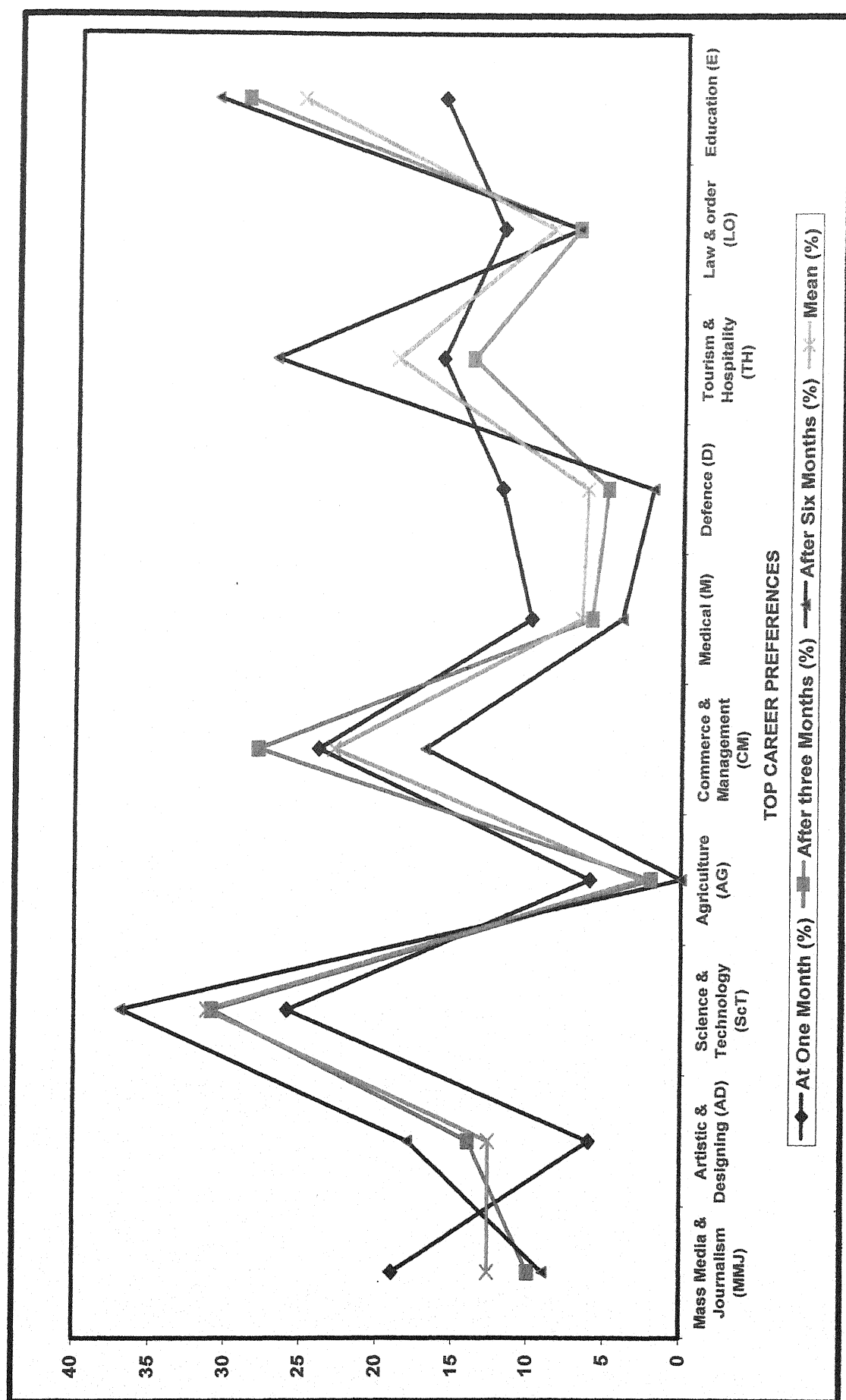


Fig.-4.10 : Preference of Career Choice at Inter Level in Boys.

### III. Preference of Career Choice at graduation level among girls:

The data related to career choice among girls at graduation level presented in table-12 and graphically presented in Fig.-4.12. It is clearly revealed in investigation that girls at graduation level as 50.33% preferred Education (E) as career followed by 25% Science & Technology. Artistic & Designing (AD) and Mass Media & Journalism (MMJ) career preferred by 22% & 21% girls at graduation level followed by Commerce & Management (CM) career by 16.33% and Tourism & Hospitality (TH) career by 14.67% girls. Law & order (LO) and Medical (M) career preferred by 7.33 and 5.33% girls respectively. Agriculture (AG) and Defence (D) career preferred by only 0.67 and 1% respectively.

Table-12: Preference of Career Choice at Graduation Level among girls.

S. No.	Top Career Preference	At One Month	After three Months	After Six Months	Mean
1.	Mass Media & Journalism (MMJ)	20	25	18	21.00
2.	Artistic & Designing (AD)	11	26	29	22.00
3.	Science & Technology (ScT)	18	21	36	25.00
4.	Agriculture (AG)	2	0	0	0.67
5.	Commerce & Management (CM)	21	16	10	15.66
6.	Medical (M)	7	5	4	5.33
7.	Defence (D)	3	0	0	1.00
8.	Tourism & Hospitality (TH)	19	14	11	14.67
9.	Law & order (LO)	6	8	8	7.33
10.	Education (E)	56	48	47	50.33
	<b>Total</b>	163	163	163	



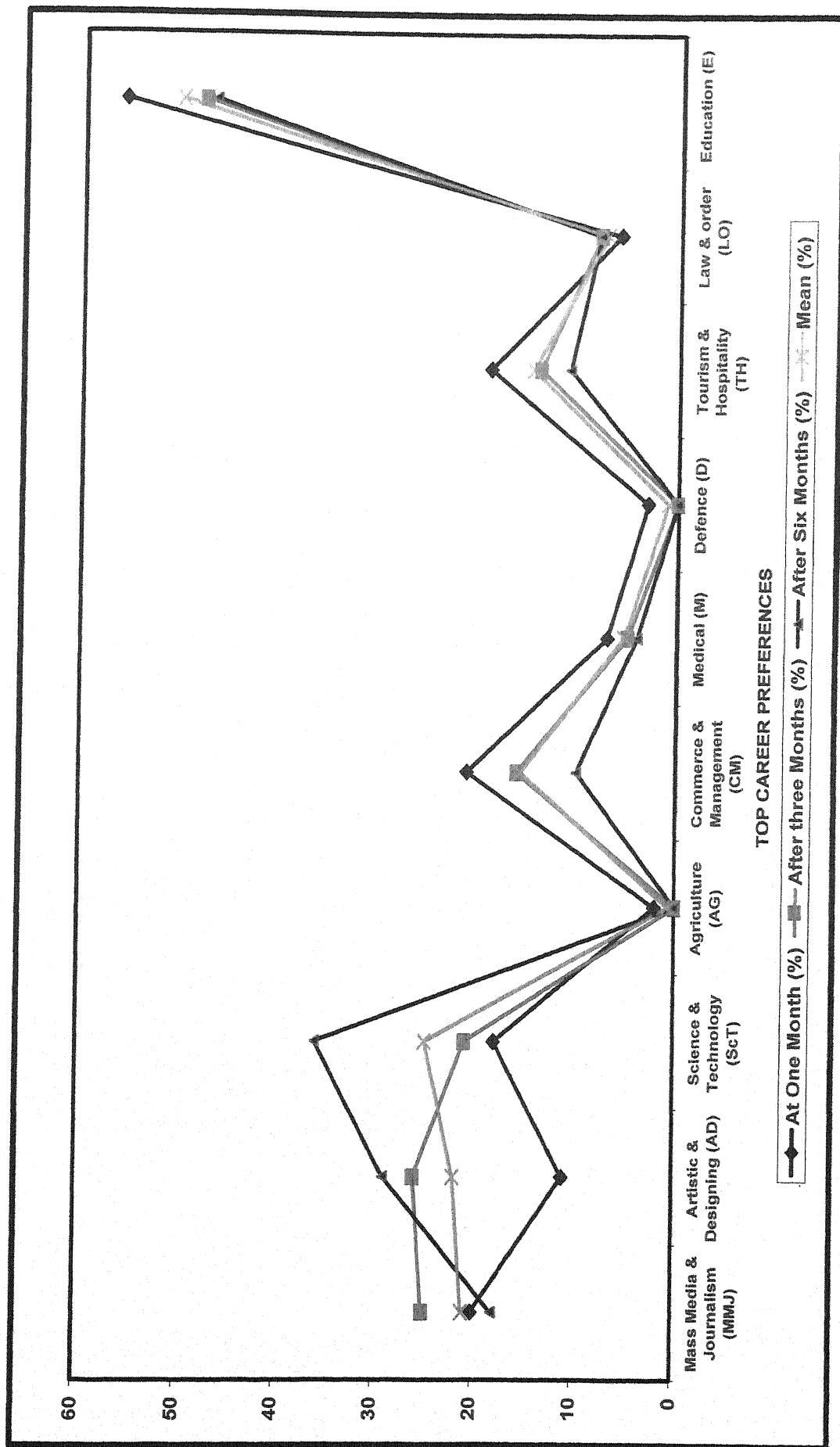


Fig.4.11 : Preference of Career Choice at Graduation Level among girls.

#### IV. Preference of Career Choice at graduation level among boys:

The data related to career choice among boys at graduation level presented in table-13 and graphically presented in Fig.-13. It is observed in investigation that 25.33 percentage boys in graduation level preferred Science & Technology (ScT) as career followed 17.33 percentages by Education (E). Commerce & Management (CM), Defense (D) and Tourism & Hospitality (TH) career preferred by 17, 16.67 and 15% boys respectively. Mass Media & Journalism (MMJ), Medical and Law & order (LO)) career preferred by 13, 12.67 and 10.67% boys at graduation level followed by Artistic & Designing (AD) career by 7.67%. Agriculture (AG) career preferred by only 1% boys at graduation level.

Table-13: Preference of Career Choice at Graduation Level in Boys

S. No.	Top Career Preference	At One Month	After three Months	After Six Months	Mean
1.	Mass Media & Journalism (MMJ)	9	18	12	13.00
2.	Artistic & Designing (AD)	4	8	11	7.67
3.	Science & Technology (ScT)	24	22	30	25.33
4.	Agriculture (AG)	3	0	0	1.00
5.	Commerce & Management (CM)	18	15	18	17.00
6.	Medical (M)	19	11	8	12.67
7.	Defence (D)	16	18	16	16.67
8.	Tourism & Hospitality (TH)	16	16	13	15.00
9.	Law & order (LO)	12	12	8	10.67
10.	Education (E)	16	16	20	17.33
	<b>Total</b>	<b>137</b>	<b>136</b>	<b>136</b>	

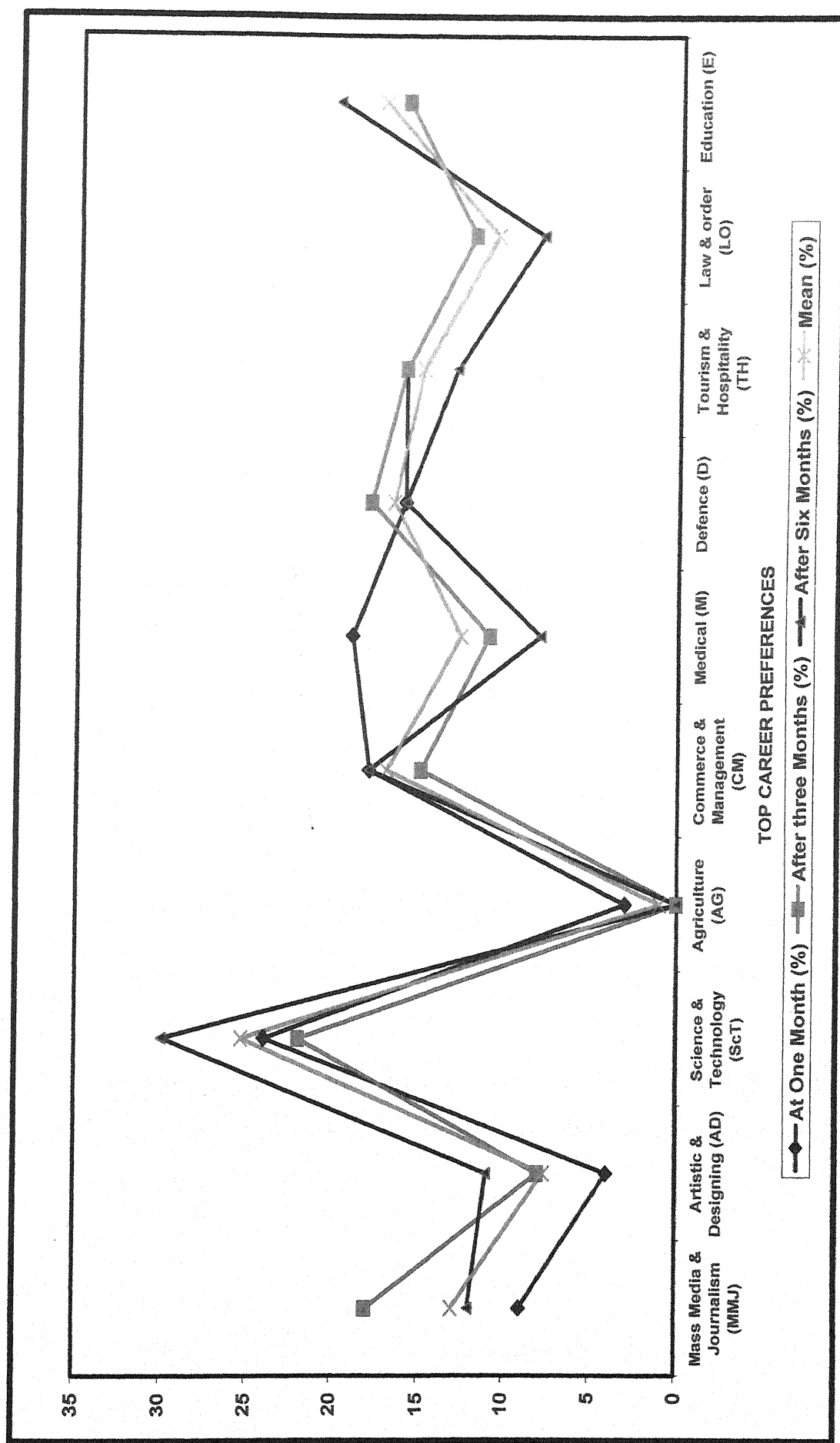


Fig.4.12: Preference of Career Choice at Graduation Level in Boys



## V. Comparison of Career Choice between Girls and Boys of Inter level

The data selected to comparison of career choice among boys and subject at inter level presented in talbe-14 and graphical presented in fig.- 4.14 shows that.

1. Mass media & journalism career choice declines at the time passes both in boys & girls.
2. Artistic & designing career choice increase with time just double frequency both in boys & girls.
3. Science & technology career choice increase with from in boys while it decreases after three months in girls. But later it increase after size months.
4. Agriculture and law & order career got the least preference both by boys & girls.
5. Commerce & management career increase during first three months but later it declines after six months.
6. Medical and defense declines as the time passes.
7. Tourism & hospitality industry choice increase more among boys but declines in girls.
8. Education career choice increase during six months among boys, while it decline in girls during three months and later increase after six months.

**Table-14: Comparison of career choice among boys and girls at Inter level.**

		At One month			After three months			After six months		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Mass Media & Journalism	(MMJ)	19	18	37	10	22	32	9	11	20
2. Artistic & Designing	(AD)	6	22	28	14	16	30	18	26	44
3. Science & Technology	(ScT)	26	21	47	31	19	50	37	28	65
4. Agriculture	(AG)	6	2	8	2	3	5	0	0	0
5. Commerce & Management	(CM)	24	21	45	28	24	52	17	14	31
6. Medical	(M)	10	30	40	6	24	30	4	19	23
7. Defence	(D)	12	2	14	5	6	11	2	0	2
8. Tourism & Hospitality Industry	(TH)	16	16	32	14	26	40	27	8	35
9. Law & Order	(LO)	12	2	14	7	2	9	7	9	16
10. Education	(E)	16	19	35	29	12	41	31	33	64
	Total	147	153	300	146	154	300	152	148	300

## VI. Comparison of Career Choice between Girls and Boys of Graduation Level

The data related to comparison of career choice among boys and girls at inter level presented in table 15 and graphically presented Fig.-4.15.

- (1) Mass Media & Journalism career choice increase during three months and later declines at both in boys and girls.
- (2) Artistic and designing career choice increase with time both in boys & girls.
- (3) Science & technology career increases with time in boys while it decreases after three months in boys but later it increases.
- (4) Agriculture and low & order career got the least preferences both by boys & girls.
- (5) Commerce & management career increase during first three months but later it declines after three months.
- (6) Medical and defense career preference decline as the time passes.
- (7) Tourism shospitaolllity industry career choice increase but after six months both decline.
- (8) Education career choice decline during six months among girls while it is increase in boys during six months among boys.

**Table-15: Career Choice between Girls and Boys of Graduation Level.**

		At One month			After three months			After six months		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Mass Media & Journalism	(MMJ)	9	20	29	18	25	43	12	18	30
2. Artistic & Designing	(AD)	4	11	15	8	26	34	11	29	40
3. Science & Technology	(ScT)	24	18	42	22	21	43	30	36	66
4. Agriculture	(AG)	3	2	5	0	0	0	0	0	0
5. Commerce & Management	(CM)	18	21	39	15	17	32	18	11	29
6. Medical	(M)	19	7	26	11	5	16	8	4	12
7. Defence	(D)	16	3	19	18	0	18	16	0	16
8. Tourism & Hospitality Industry	(TH)	16	19	35	16	14	30	13	11	24
9. Law & Order	(LO)	12	6	18	12	8	20	8	8	16
10. Education	(E)	16	56	72	16	48	64	20	47	67
	Total	137	163	300	136	164	300	136	164	300



## VII. Comparison of Career Choice among Graduation and Inter Level

The data related to the comparison of career choice among graduation and intermediate respondents presented in table-16.

**Table-16 (A): Comparison of Career Choice among Graduation and Inter Level at ONE month.**

Career Choice		At ONE month		
		Inter	Graduation	Total
1. Mass Media & Journalism	(MMJ)	37	29	66
2. Artistic & Designing	(AD)	28	15	43
3. Science & Technology	(ScT)	47	42	89
4. Agriculture	(AG)	8	5	13
5. Commerce & Management	(CM)	45	39	84
6. Medical	(M)	40	26	66
7. Defence	(D)	14	19	33
8. Tourism & Hospitality Industry	(TH)	32	35	67
9. Law & Order	(LO)	14	18	32
10. Education	(E)	35	72	107
	<b>Total</b>	<b>300</b>	<b>300</b>	<b>600</b>

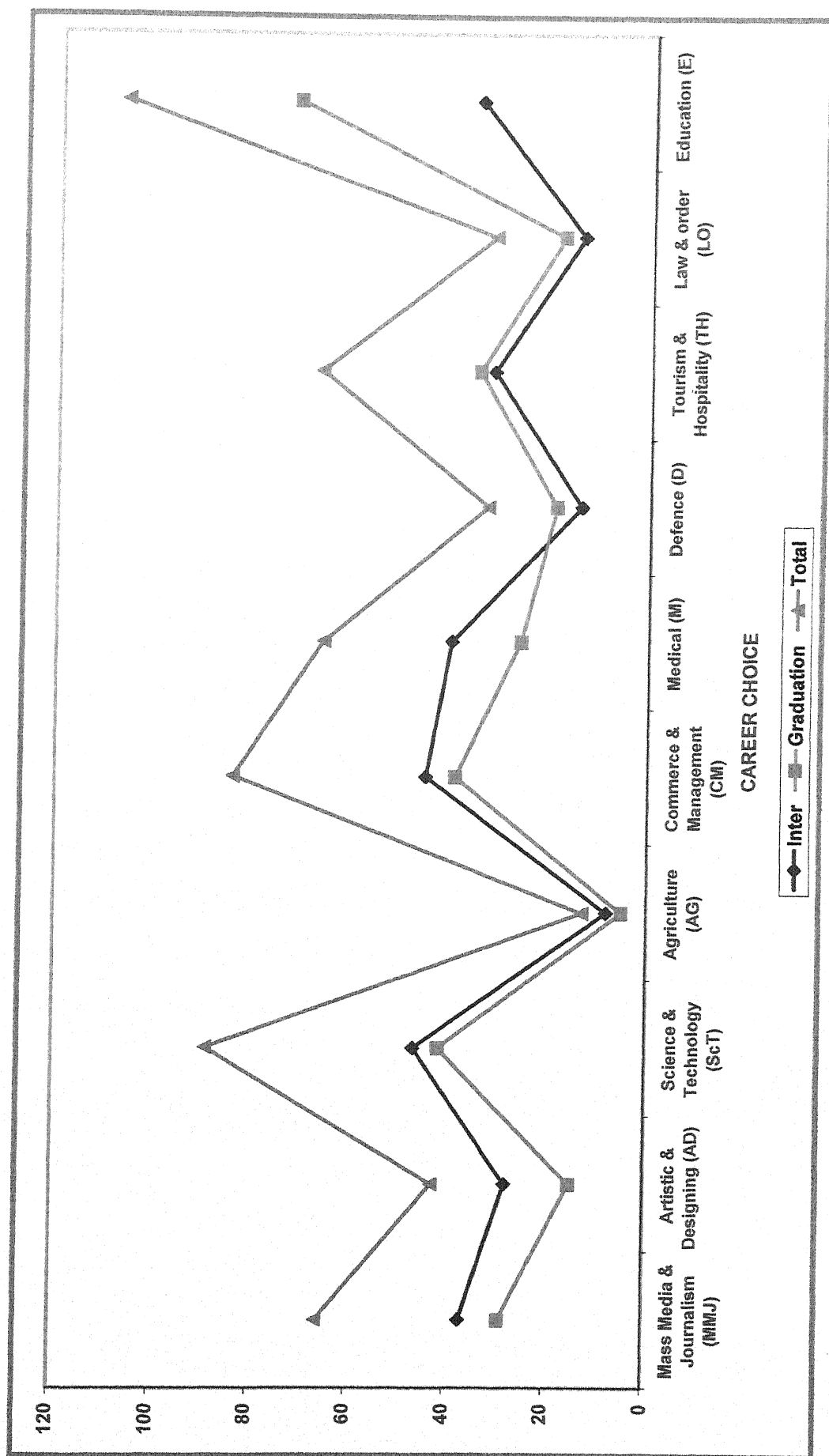


Fig.-4.13 (A): Comparison of Career Choice among Graduation and Inter Level at one month.

### A. At One Month:

In table 16 (A) and Fig.-4.14(A) revealed that the intermediate students at one month preferred Science and Technology (ScT) career (47) followed by Commerce and Management (CM) career and medical (M) career preferred by 45 and 40 respondents. Mass Media & Journalism (MMJ), Education (E), Tourism & Hospitality Industry (TH) and Artistic & Designing (AD) career preferred by 37, 35, 32, and 25 respondents, Defence (D), Law & order (LO) and Agriculture was preferred by only 14 and as respondents respectively. However, 72 graduate respondents preferred Education (E) as career followed by Science & Technology (ScT) (42 students) and 39 students preferred Commerce & management (CM). It is visible from data that Tourism & Hospitality Industry (TH), Mass Media & Journalism (MMJ), Medical (M), was preferred by 35, 29 and 26 respondents respectively. Defence (D), Law & order (LO), Artistic & Designing (AD) and Agriculture career was preferred by 19, 18, 15 and while respondents at one month investigation out of 300 respondents. It is clear that Science & Technology (ScT) and Commerce & Management (CM) preferred by both intermediate and graduate respondents, however at graduate level respondents preferred Education (E) as major career choice.

**Table-16 (B): Comparison of Career Choice among Graduation and Inter Level after three month.**

Career Choice		After three month		
		Inter	Graduation	Total
1. Mass Media & Journalism	(MMJ)	32	43	75
2. Artistic & Designing	(AD)	30	34	64
3. Science & Technology	(ScT)	50	43	93
4. Agriculture	(AG)	5	0	5
5. Commerce & Management	(CM)	52	32	84
6. Medical	(M)	30	16	46
7. Defence	(D)	11	18	29
8. Tourism & Hospitality Industry	(TH)	40	30	70
9. Law & Order	(LO)	9	20	29
10. Education	(E)	41	64	105
	<b>Total</b>	300	300	600



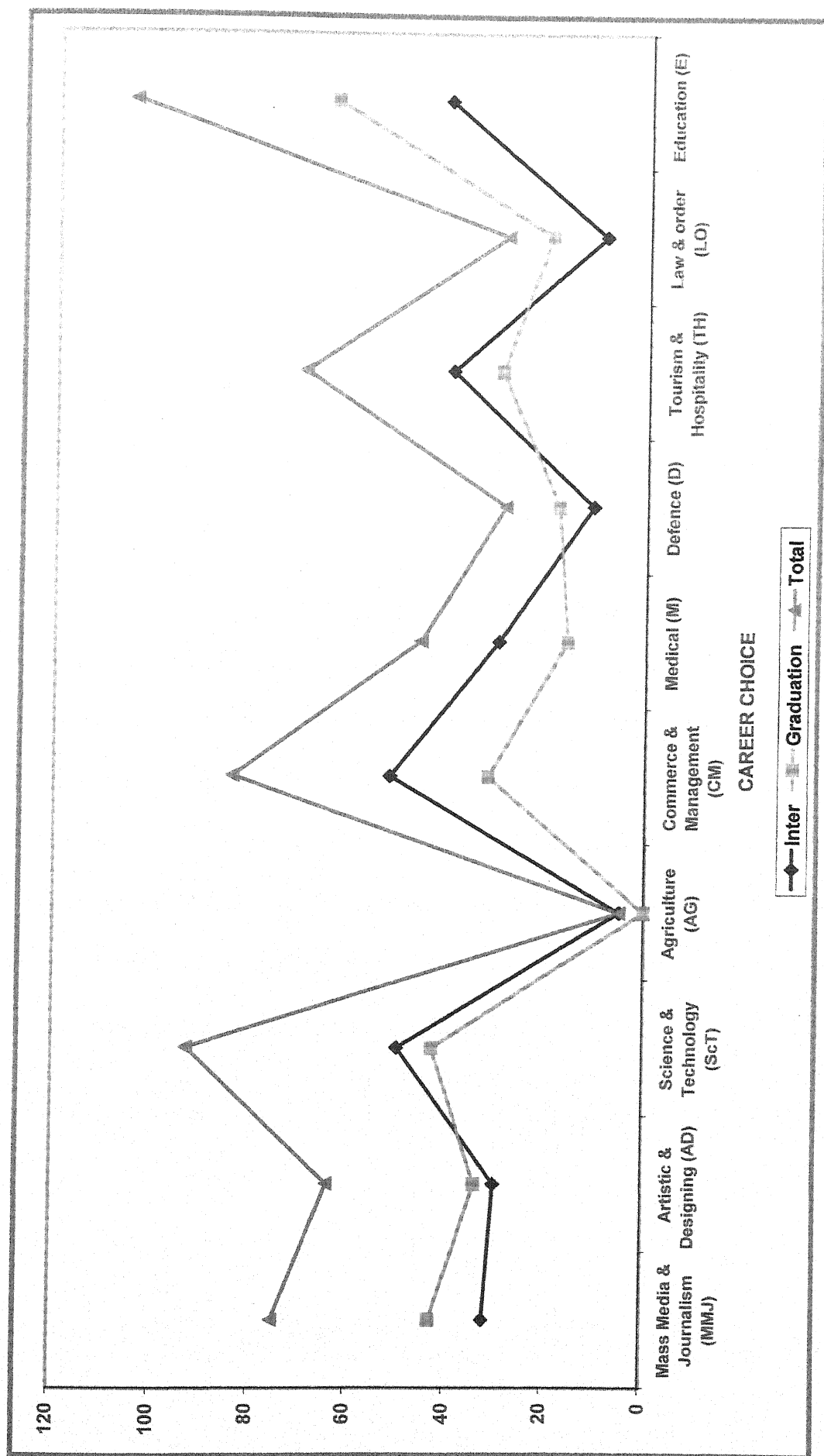


Fig-4.13 (B): Comparison of Career Choice among Graduation and Inter Level at three month

**B. After three months:**

It is observed that Commerce and Management (CM) career preferred by 52 respondents followed by Science and Technology (ScT) career by, 50 respondents, Education (E) and Tourism & Hospitality Industry (TH) career preferred by 41 and 40 respondents, while, Mass Media & Journalism (MMJ), Medical (M) and Artistic & Designing (AD) career preferred by 32, 30 and 30 students respectively. Little preferred career were Defence (D) (11), Law & order (LO) (9) and Agriculture (AG) (5) in intermediate students.

During graduation maximum respondents preferred career in Education (E) (64) followed by Mass Media & Journalism (MMJ) and Science and Technology (ScT) career preferred by 43 respondents each. Artistic & Designing (AD), Commerce and Management (CM) and Tourism & Hospitality Industry (TH) career preferred by 34, 32 and 30 respondents respectively. While, Law & order (LO), Defence (D) and Medical (M) career preferred by 20, 18 and 16 respondents. Agriculture (AG) career was not preferred by any respondents at graduation level.

Table-16 (C): Comparison of Career Choice among Graduation and Inter Level at Six month.

Career Choice		At Six month		
		Inter	Graduation	Total
1. Mass Media & Journalism	(MMJ)	11. 20	12. 30	13. 50
2. Artistic & Designing	(AD)	14. 44	15. 40	16. 84
3. Science & Technology	(ScT)	17. 65	18. 66	19. 131
4. Agriculture	(AG)	20. 0	21. 0	22. 0
5. Commerce & Management	(CM)	23. 31	24. 29	25. 60
6. Medical	(M)	26. 23	27. 12	28. 35
7. Defence	(D)	29. 2	30. 16	31. 18
8. Tourism & Hospitality Industry	(TH)	32. 35	33. 24	34. 59
9. Law & Order	(LO)	35. 16	36. 16	37. 32
10. Education	(E)	38. 64	39. 67	40. 131
	<b>Total</b>	41. 300	42. 300	43. 600

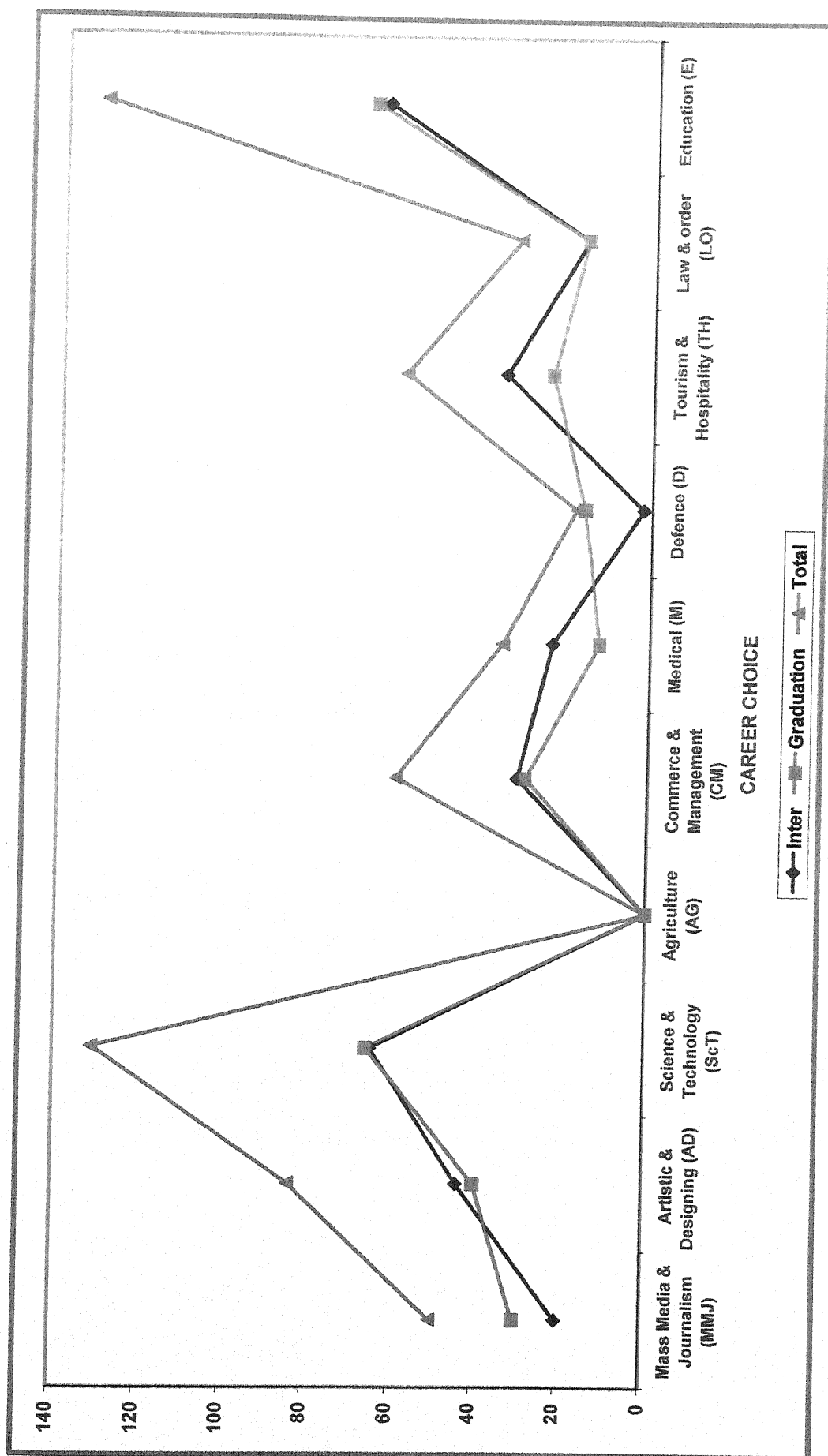


Fig.-4.13 (C): Comparison of Career Choice among Graduation and Inter Level at six month.



### C. After Six Month:

Data clearly indicated that Science and Technology (ScT) 64 and 67 for education (E) career preferred 65 and 66 for science and technology respondents and graduate level. Artistic & Designing (AD), Tourism & Hospitality Industry (TH), Commerce and Management (CM), Medical (M), was preferred by 44, 35, 31 and 23 respectively while Mass Media & Journalism (MMJ), Law & order (LO), Defence (D) and Agriculture (AG) career preferred by 20, 16 and 2 respectively among intermediate students. While, Artistic & Designing (AD), Mass Media & Journalism (MMJ), Commerce and Management (CM), Tourism & Hospitality Industry (TH), was preferred by 40, 30, 20 and 24 respondents respectively. Law & order (LO), Defence (D), Medical (M) and Agriculture (AG) career preferred by 16, 16 and 12 respondents respectively at graduation level.

#### 4. IMPACT OF SOCIO-ECONOMIC FACTOR ON CAREER CHOICE

##### I. Association of education and career preference in Degree Colleges.

Table-17 : Education and career preference in Degree Colleges.

Sl. No.	Variable (Education)	$\chi^2$ cal.		$\chi^2$ Tab.
		Boys	Girls	
1	Mass Media & Journalism	13.24	15.75	16.919
2.	Artistic and Designing	6.85	8.15	16.919
3.	Science & Technology	25.57*	30.42*	16.919
4.	Agriculture	2.25	2.71	16.919
5.	Commerce Management	17.81*	21.19	16.919
6.	Medical	5.48	6.52	16.919
7.	Defence	8.67	10.32	16.919
8.	Tourism & hospitality industry	15.98	19.01*	16.919
9.	Laws & order	8.22	9.78	16.919
10.	Education	32.88*	39.12*	16.919

Table-17 showed that education was significantly associated in career preference by boys and girls with science and technology variables i.e. ( $\chi^2 = 25.57^*$  boys and  $\chi^2=30.42^*$  girls). Education was also significantly associated with commerce & management i.e. ( $\chi^2=17.81^*$  boys) and ( $\chi^2=21.19^*$  girls). It further revealed that education was significantly associated in career preference by girls with Tourism and Hospitality industry variable ( $\chi^2=19.01^*$  girls). Data in table no.-17 also reported that education was significantly associated career preference by boys and girls with education variable ( $\chi^2=32.88^*$  boys) and ( $\chi^2=39.12^*$  girls).

## II. Association of education and career preference Inter Colleges.

Table-18 : Education and career preference Inter Colleges.

Sl. No.	Variable (Education)	$\chi^2$ cal.		$\chi^2$ Tab.
		Boys	Girls	
1	Mass Media & Journalism	18.13*	18.87*	16.919
2.	Artistic and Designing	13.72	14.28	16.919
3.	Science & Technology	23.03*	23.97*	16.919
4.	Agriculture	3.92	4.08	16.919
5.	Commerce Management	22.05*	22.95*	16.919
6.	Medical	19.6*	20.4*	16.919
7.	Defence	6.86	7.14	16.919
8.	Tourism & hospitality industry	15.68	16.32	16.919
9.	Laws & Order	6.86	7.14	16.919
10.	Education	17.15*	17.85*	16.919

Table-18 showed that education was significantly associated in career preference by boys and girls with mass media and journalism ( $\chi^2=18.13^*$  boys and  $\chi^2=18.87^*$  girls) Science & Technology ( $\chi^2=23.03^*$  boys and  $\chi^2=23.97^*$  girls). Commerce and management variables ( $\chi^2=22.05^*$ ,  $\chi^2=22.95^*$ ). Medical ( $\chi^2=19.6^*$ ,  $\chi^2=20.4^*$ ) and education ( $\chi^2=17.15^*$ ,  $\chi^2=17.85^*$ ).

### III. Association of education and career preference of boys and girls.

Table-19 : Education and career preference of boys and girls.

Sr. No.	Variable (Education)	$\chi^2$ cal.		$\chi^2$ Tab.
		Boys	Girls	
1	Mass Media & Journalism	33*	33*	16.919
2.	Artistic and Designing	21.5*	21.5*	16.919
3.	Science & Technology	51.5*	51.5*	16.919
4.	Agriculture	6.5	6.5	16.919
5.	Commerce Management	42*	42*	16.919
6.	Medical	26*	26*	16.919
7.	Defence	16.5	16.5	16.919
8.	Tourism & hospitality industry	33.5*	33.5*	16.919
9.	Law & Order	16	16	16.919
10.	Education	53.5*	53.5*	16.919

Table-19 showed that education was significantly associated in career preference by both boys & girls with Mass Media & Journalism ( $\chi^2=33^*$ ). Artistic and Designing ( $\chi^2=21.5^*$ ). Science and Technology ( $\chi^2=51.5^*$ ), Commerce and Management ( $\chi^2=42^*$ ), Medical ( $\chi^2=26^*$ ), Tourism and Hospitality ( $\chi^2=33.5^*$ ), and Education ( $\chi^2=53.5^*$ ).





# Chapter-5

*Summary*

*and*

*Conclusion*



## Chapte-5

### SUMMARY AND CONCLUSION

"In your knowledge is like milk, it has a shelf life stamped right on the carton. The shelf like of a degree in engineering is about 3 year, if your are not replacing every thing your know by then your career is going to turn sour fast".

Lovis Ross CTO, Ford Mtor Co.

Each teenager is an individual with a unique personality and special interests, likes, and dislikes. In general, however, there is a series of developmental tasks that everyone faces during the adolescent years. A teenager's development can be divided into three stages - early, middle, and late adolescence. Early adolescence 12-14 years the main development in this age are struggle with sense of identity, moodiness, improved abilities to use speech to express oneself, more likely to express feelings by action than by words, close friendships gain importance, less attention shown to parents, with occasional rudeness, realization that parents are not perfect; identification of their faults, search for new people to love in addition to parents, tendency to return to childish behavior, peer group influences interests and clothing styles, increasing career interests, mostly interested in present and near future and greater ability to work.

Middle adolescence: 15-16 years, intellectual interests gain importance, some sexual and aggressive energies directed into creative and career interests, greater capacity for setting goals and interest in moral reasoning. Late adolescence: 17-19 years more defined work habits, higher level of concern for the future, thoughts about one's role in life, ability to set goals and follow through, acceptance of social institutions and cultural traditions and self-regulation of self esteem

Within these constraints, a situational analysis attempted in Kanpur city for adolescents based on a realistic and reliable assessment of the situation with following objectives:

- To find out the profile of respondents.
- To assess the preference of career choice among adolescent boys and girls.
- To compare the career preference among boys and girls.
- To analyze the impact of socio-economic factors on career choice.

Uttar Pradesh was chosen as locale of the study, as UP is a major state of the country. District Kanpur was purposively selected for this study as the research hailed from this place. A list of intermediates and graduates colleges was prepared comprises of 300 girls and 300 boys of these Intermediate and graduate colleges. Out of which 6 Intermediate colleges and 6 graduate colleges were randomly selected. Thus 600 adolescents boys and girls were taken as sample for the study.

**Independent Variables:** Age, Educational Qualification, Sex, Family Occupation, Income.

**Dependent variable :** Career consciousness of adolescents was taken as dependent variable.

#### **Scale used for data collection :-**

##### **Career Preference Record:**

This interest record was developed in the year 2001 by Bhargava and Bhargava. The main purpose to develop career preference record was help to make wise choice of career preferences or vocations. Career consciousness of adolescents was taken as dependent variable.

### **DATA COLLECTION:**

Data of 600 samples was collected with the help of scale developed by Bhargava and Bhargava (2000) named Career Preference Record (CPR). The data was collected by meeting and visits to different intermediate and degree colleges personally by the investigator. The statistical techniques for data analysis used in the study are as follows:

1. Percentage
2. Arithmetic Mean
3. X<sup>2</sup> Test
4. Correlation Coefficient

### **RESULTS :**

In investigation 47.33% male respondents and 52.66% female respondents were asked on the different criteria and facts related to career preference and social aspect of adolescents and the educational qualification of the respondents were equal i.e. 50 percent of intermediate and graduation.

The family occupation evaluated that of the respondents 23.83 and 23.83 percent were engaged in Business while Service respectively and 18.50 percent were Labour and 17.33 percent were engaged in Agriculture. Only 16.50 percent families were factory employee. This outer area of Kanpur city dominated with middle class people, as data revealed that 46.67 percent of respondents belong to lower income group followed by 33.33 percent and 20.00 percent belonged to middle and high income group, respectively respondent. During investigation it was found that gender and qualification was non significant. Similar result was observed by Felsman (1996) and Devenis (1995) they suggested that gender was not significant.



Family occupation and their income play an important role for career preference among adolescents like labour and factory worker who earns below Rs. 5000/- per month preferred mostly Commerce & Management, Education and Mass Media & Journalism career. Similar finding reported by Altman (1997) and Reddin (1997) explained that families and the role models and home play an important role in career preference.

Based on a sample of 284 male and 316 female students of inter and graduation almost all the values of coefficient of correlation are significant. It showed the homogeneity of various career, hence ensure high reliability. Tommy and Joe (1998) and Westbrook *et. al.* (1999) investigated the reliability and validity of a teacher / counselor rating scale of student career choice appropriateness, the evaluation of student 's career choice. Result concluded that the evaluation of students career choice should not be used in making selection, placement, and classification decisions, but it may serve other useful purpose. Larson and Jeffrey (1996) reported family dynamics and career decision making (CDM) and the use of family therapy approach in career counseling.

#### **Preference of Career Choice among adolescent boys and girls.**

At one month the Education (E) career preferred by 17.83% respondents followed by 14.83, 14.00% preferred Science & Technology (ScT) and Commerce and Management(CM) careers respectively, it is further revealed that after three months career choice remain static in Education (E) as first preference of adolescents (17.50%) followed by Science & Technology (ScT) career (15.50%) and after six month it clearly showed that the Education (E) & Science & Technology (ScT) career

preferred by adolescents as first choice with 21.83% and 21.83% respectively followed by as 14.00%. Artistic & Designing (AD) career.

At beginning of investigation Mass Media & Journalism (MMJ), Medical (M) and Tourism & Hospitality (TH) careers preferred by adolescents almost in equal percent i.e. 11.00, 11.00 and 11.17 respectively, however, after three month Commerce & Management (CM) career preferred as third choice of adolescents of Kanpur (14.00%). Mass Media & Journalism (MMJ), Tourism & Hospitality (TH) and Artistic & Designing (AD) preferred by 12.50, 11.67 and 10.67% respondents, respectively. There was increase in preference of Artistic & Designing (AD) career after three months and Commerce & Management (CM) career preferred by 10% adolescents followed by Tourism & Hospitality (TH) i.e. 9.83%. Mass Media & Journalism (MMJ) career preferred by 8.33% adolescents after six month

Result of study revealed that Education (E) was the first career preference by adolescents followed by Science & Technology (ScT), Commerce & management (CM), Tourism & Hospitality (TH), Mass Media & Journalism (MMJ), Artistic & Designing (AD) of adolescents of Kanpur city.

Earlier Kiyoshi and Mihaly (1991), and Gail (1993) James (1993), Vondracek *et. al.* (1995) and Larson and Jeffrey (1996) reported family dynamics and career decision making (CDM) and the use of family therapy approach in career counseling.

#### **Comparison of the career preference among boys and girls.**

In intermediate girls 24.33% preferred Medical career as followed by 22.67% as Science & Technology. While, 50.33% girls in graduation level preferred Education (E) career followed by 25% as Science & Technology.

In intermediate 31.33% boys preferred Science & Technology (ScT) is 25.33, 17.33% followed by Education (E). However, boys in graduation level preferred science technology and education respectively.

Artistic & Designing (AD) and Education (E) career preferred by 21.33% girls at Inter level followed by Commerce & Management (CM) career by 19.67%. Mass Media & Journalism (MMJ) and Tourism & Hospitality (TH) career preferred by 17 and 16.67% girls respectively. Furthermore, Commerce & Management (CM) and Tourism & Hospitality (TH) career preferred by 23 and 19% boys respectively. Mass Media & Journalism (MMJ) and Artistic & Designing (AD) career preferred by 12.67% boys at Inter level followed by Law & order (LO)) career by 8.67%.

Artistic & Designing (AD) and Mass Media & Journalism (MMJ) career preferred by 22% & 21% girls at graduation level followed by Commerce & Management (CM) career by 16.33% and Tourism & Hospitality (TH) career by 14.67% girls. Law & order (LO) and Medical (M) career preferred by 7.33 and 5.33% girls respectively Commerce & Management (CM), Defence (D) and Tourism & Hospitality (TH) career preferred by 17, 16.67 and 15% boys respectively. Mass Media & Journalism (MMJ), Medical and Law & order (LO)) career preferred by 13, 12.67 and 10.67% boys at graduation level followed by Artistic & Designing (AD) career by 7.67%.

### **Career Choice between Girls and Boys**

In intermediate 24.33% girls preferred Medical career followed by as 22.67% Science & Technology. Artistic & Designing (AD) and Education (E) career preferred by 21.33% girls at Inter level followed by Commerce &

Management (CM) career by 19.67%. However, 31.33% boys preferred Science & Technology (ScT) career followed by 25.33% as Education (E). Commerce & Management (CM) and Tourism & Hospitality (TH) career preferred by 23 and 19% boys respectively.

Girls in graduation level preferred Education (E) career as 50.33% followed by Science & Technology as 25%. However, boys in graduation level preferred Science & Technology (ScT) career as 25.33% followed by Education (E) as 17.33 %. Artistic & Designing (AD) and Mass Media & Journalism (MMJ) career preferred by 22% & 21% girls at graduation level followed by Commerce & Management (CM) career by 16.33% and Tourism & Hospitality (TH) career by 14.67% girls. While, Commerce & Management (CM), Defence (D) and Tourism & Hospitality (TH) career preferred by 17, 16.67 and 15% boys respectively. Law & order (LO) and Medical (M) career preferred by 7.33 and 5.33% girls respectively. However, Mass Media & Journalism (MMJ), Medical and Law & order (LO)) career preferred by 13, 12.67 and 10.67% boys at graduation level followed by Artistic & Designing (AD) career by 7.67%. Agriculture (AG) and Defence (D) career preferred by only 0.67 and 1% respectively by girls at graduation level. While, Agriculture (AG) career preferred by only 1% boys at graduation level.

Related work on Career preference has been reported by Krau (1997), Ganzel (1999), Fred et. al. (1999), Schuessler *et. al.* (2000), Santos & Coimbra (2000) and Richard et. al. (2001). Result of these studies help in formulation of will policies and programs aimed at promoting positive development among diverse youth. Other similar research done by Jeans *et. al.* (2005), Lumby (2007), Long et al (2007), Davies and Biesta (2007) and Heike (2007) also supported the present findings.



Mortimer *et. al.* (2002) suggest that social policies may need to be modified to facilitate the young people a quest for vocational identity and work. Adams (2000), Michaelson and Nakamura (2001), Anisha and Luther (2001), Schoon (2001), Schmitt and Vondracek (2002), Jepsen and Dickson (2003), Fried (2003), Anne *et. al.* (2003), Creed *et. al.* (2003), Kerr *et. al.* (2004) Girls significantly increased their seeking information about career and were likely to stay with nontraditional choices. Roberta and Hong (2004), Lannegrand (2004), Busacca (2004) and Susan *et. al.* (2005) indicated that their career counseling had a theoretical foundation, and many of them discussed using both formal and informal assessments as a part of the process. In the majority of cases, the clinicians were sensitive to social-contextual factors and incorporated interventions related to issues of race and ethnicity, gender, and sexual orientation.

#### **Impact of socio-economic factors on career choice**

The education was significantly associated in career preference by boys and girls with science and technology variables i.e. ( $\chi^2 = 25.57^*$  boys and  $\chi^2=30.42^*$  girls). Education was also significantly associated with commerce & management i.e. ( $\chi^2=17.81^*$  boys) and ( $\chi^2=21.19^*$  girls). It further revealed that education was significantly associated in career preference by girls with Tourism and Hospitality industry variable ( $\chi^2=19.01^*$  girls). Data in table no.-17 also reported that education was significantly associated career preference by boys and girls with education variable ( $\chi^2=32.88^*$  boys) and ( $\chi^2=39.12^*$  girls).

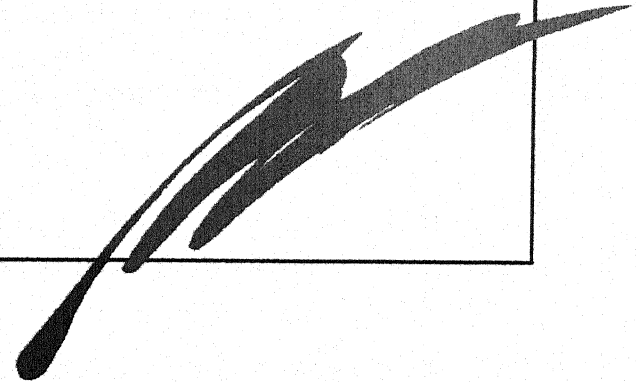
The education was significantly associated in career preference by boys and girls with mass media and journalism ( $\chi^2=18.13^*$  boys and  $\chi^2=18.87^*$  girls) Science & Technology ( $\chi^2=23.03^*$  boys and  $\chi^2=23.97^*$  girls). Commerce and management variables ( $\chi^2=22.05^*$ ,  $\chi^2=22.95^*$ ). Medical ( $\chi^2=19.6^*$ ,  $\chi^2=20.4^*$ ) and education ( $\chi^2=17.15^*$ ,  $\chi^2=17.85^*$ ).

The education was significantly associated in career preference by both boys & girls with Mass Media & Journalism ( $\chi^2=33^*$ ). Artistic and Designing ( $\chi^2=21.5^*$ ). Science and Technology ( $\chi^2=51.5^*$ ), Commerce and Management ( $\chi^2=42^*$ ), Medical ( $\chi^2=26^*$ ), Tourism and Hospitality ( $\chi^2=33.5^*$ ), and Education ( $\chi^2=53.5^*$ ).



## Chapter-6

# *Bibliography*



## Chapter-6

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*Annexe*



Vivek Bhargava (Agra)  
Rajshree Bhargava (Agra)

Consumable Booklet

of  
**C P R**  
(Hindi Version)

कृपया निम्न विवरण भरिये :—

नाम.....  
आयु..... लिंग..... कक्षा.....  
विद्यालय.....  
पिता का व्यवसाय..... मासिक आय.....  
ग्रामीण/शहरी..... दिनांक.....

### निर्देश

1. इस प्रपत्र का मुख्य उद्देश्य आपके कैरियर की पसंद के बारे में जानना है। जिससे आपको उचित सलाह दी जा सके।
2. इस प्रपत्र के प्रत्येक खाने में दो कैरियर लिखे हैं। आप सोचिये कि आपके भविष्य के लिये कौन-सा कैरियर पसंद है। आप अपनी पसंद निम्नलिखित ढंग से प्रकट कीजिए।  
(अ) यदि आपको किसी खाने का पहला कैरियर पसंद है तो नं. 1 के खाने में सही (✓) का चिह्न लगाइये, जैसे :  
(ब) यदि आप खाने का दूसरा कैरियर पसंद करते हैं तो नं. 2 के खाने में सही का चिह्न (✓) लगाइये, जैसे :  
(स) यदि किसी खाने के दोनों कैरियर पसंद हैं तो नं. 1 और नं. 2 के खानों में सही का चिह्न (✓) 1 (✓) 2 लगाइये, जैसे :  
(द) यदि आपको दोनों कैरियर पसंद नहीं हैं तो नं. 1 और नं. 2 के खानों में क्रॉस का चिह्न (X) 1 (X) 2 लगाइये, जैसे :  
इसी प्रकार प्रत्येक खाने के कैरियर के सम्बन्ध में आपको अपनी पसंद/नापसंद बतानी है। इसलिये किसी खाने को खाली न छोड़ें। यदि कुछ पूछना है तो पूछ लीजिए।
3. इस प्रपत्र को भरने के लिये कोई समय-सीमा नहीं है। प्रायः 20 मिनट का समय लगता है।
4. प्रपत्र पूरी तरह भरकर वापस कर दीजिए।

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अब काम शुरू कीजिये।

Estd. 2000

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# CAREER PREFI

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# REFERENCE RECORD

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हृदय रोग विशेषज्ञ 1 <input type="checkbox"/> 2 <input type="checkbox"/> रेडियॉलोजिस्ट	स्क्वैड्रन लीडर 1 <input type="checkbox"/> 2 <input type="checkbox"/> सर्जन	जन सम्पर्क अधिकारी 1 <input type="checkbox"/> 2 <input type="checkbox"/> चर्मरोग विशेषज्ञ	सी. बी. आई. अधिकारी 1 <input type="checkbox"/> 2 <input type="checkbox"/> पैथॉलोजिस्ट	लैक्चरर 1 <input type="checkbox"/> 2 <input type="checkbox"/> पशु चिकित्सक
बाल रोग विशेषज्ञ 1 <input type="checkbox"/> 2 <input type="checkbox"/> फाइटर कंट्रोलर	कमोडोर 1 <input type="checkbox"/> 2 <input type="checkbox"/> कमाण्डर	दूर मैनेजर 1 <input type="checkbox"/> 2 <input type="checkbox"/> रिअर एडमिरल	इनकम टैक्स कमिश्नर 1 <input type="checkbox"/> 2 <input type="checkbox"/> जनरल	प्रोफेसर 1 <input type="checkbox"/> 2 <input type="checkbox"/> एअर मार्शल
न्योरो सर्जन 1 <input type="checkbox"/> 2 <input type="checkbox"/> परातत्वज्ञ	विंग कमाण्डर 1 <input type="checkbox"/> 2 <input type="checkbox"/> होटल डेकोरेटर	गाइड 1 <input type="checkbox"/> 2 <input type="checkbox"/> ट्रेवल एजेंट	पुलिस कमिश्नर 1 <input type="checkbox"/> 2 <input type="checkbox"/> रिसेप्शनिस्ट	स्पोर्ट्स टीचर 1 <input type="checkbox"/> 2 <input type="checkbox"/> फूड एण्ड बेवरेज मैनेजर
स्त्री रोग विशेषज्ञ 1 <input type="checkbox"/> 2 <input type="checkbox"/> आई. एफ. एस.	फ्लाईंग ऑफिसर 1 <input type="checkbox"/> 2 <input type="checkbox"/> आई. ए. एस.	टैक्सी ड्राइवर 1 <input type="checkbox"/> 2 <input type="checkbox"/> कस्टम ऑफिसर	फौजदारी वकील 1 <input type="checkbox"/> 2 <input type="checkbox"/> दीवानी वकील	शिक्षा निदेशक 1 <input type="checkbox"/> 2 <input type="checkbox"/> पॉलिटिकल लीडर
फेजियोथैरेपिस्ट 1 <input type="checkbox"/> 2 <input type="checkbox"/> लैब टेक्नीशियन	ब्रिगेडियर 1 <input type="checkbox"/> 2 <input type="checkbox"/> रिसर्च गाइड	हाउस कीपर 1 <input type="checkbox"/> 2 <input type="checkbox"/> धार्मिक गुरु	जिला जज 1 <input type="checkbox"/> 2 <input type="checkbox"/> सहायक प्रोफेसर	कम्प्यूटर टीचर 1 <input type="checkbox"/> 2 <input type="checkbox"/> लेखक

## विभिन्न क्षेत्रों में कैरियर वरीयता के मूल प्राप्तांक (RAW SCORES)

विभिन्न क्षेत्र	MMJ	AD	ScT	AG	CM	M	D	TH	LO	E
	MMJ <sub>1</sub> +MMJ <sub>2</sub>	AD <sub>1</sub> +AD <sub>2</sub>	ScT <sub>1</sub> +ScT <sub>2</sub>	AG <sub>1</sub> +AG <sub>2</sub>	CM <sub>1</sub> +CM <sub>2</sub>	M <sub>1</sub> +M <sub>2</sub>	D <sub>1</sub> +D <sub>2</sub>	TH <sub>1</sub> +TH <sub>2</sub>	LO <sub>1</sub> +LO <sub>2</sub>	E <sub>1</sub> +E <sub>2</sub>
प्राप्तांक										

## पार्श्व-चित्र (PROFILE)

स्टेनाइन	कैरियर वरीयता क्षेत्र	मूल प्राप्तांक	MMJ	AD	ScT	AG	CM	M	D	TH	LO	E
	स्तर											
IX	उच्च कैरियर वरीयता	20	•	•	•	•	•	•	•	•	•	•
		19	•	•	•	•	•	•	•	•	•	•
		18	•	•	•	•	•	•	•	•	•	•
VIII VII	औसत से अधिक कैरियर वरीयता	17	•	•	•	•	•	•	•	•	•	•
		16	•	•	•	•	•	•	•	•	•	•
		15	•	•	•	•	•	•	•	•	•	•
		14	•	•	•	•	•	•	•	•	•	•
VI V IV	औसत कैरियर वरीयता	13	•	•	•	•	•	•	•	•	•	•
		12	•	•	•	•	•	•	•	•	•	•
		11	•	•	•	•	•	•	•	•	•	•
		10	•	•	•	•	•	•	•	•	•	•
		9	•	•	•	•	•	•	•	•	•	•
		8	•	•	•	•	•	•	•	•	•	•
		7	•	•	•	•	•	•	•	•	•	•
III II	औसत से कम कैरियर वरीयता	6	•	•	•	•	•	•	•	•	•	•
		5	•	•	•	•	•	•	•	•	•	•
		4	•	•	•	•	•	•	•	•	•	•
I	निम्न कैरियर वरीयता	3	•	•	•	•	•	•	•	•	•	•
		2	•	•	•	•	•	•	•	•	•	•
		1	•	•	•	•	•	•	•	•	•	•
		0	•	•	•	•	•	•	•	•	•	•

(अ) सामान्य रिपोर्ट

- मुख्य कैरियर वरीयता-क्षेत्र \_\_\_\_\_
- द्वितीय कैरियर वरीयता-क्षेत्र \_\_\_\_\_
- तृतीय कैरियर वरीयता-क्षेत्र \_\_\_\_\_
- सबसे कम कैरियर वरीयता-क्षेत्र \_\_\_\_\_

(ख) विशिष्ट रिपोर्ट

- उच्च कैरियर वरीयता \_\_\_\_\_
- औसत से अधिक कैरियर वरीयता \_\_\_\_\_
- औसत कैरियर वरीयता \_\_\_\_\_
- औसत से कम कैरियर वरीयता \_\_\_\_\_
- निम्न कैरियर वरीयता \_\_\_\_\_

